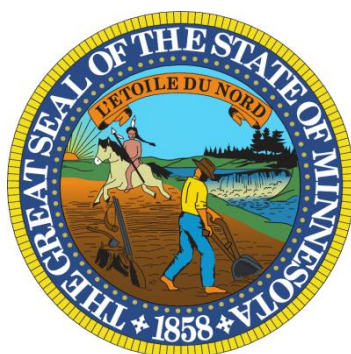


Asian Pacific Students in Minnesota: *Facts, not Fiction*

An education report from the Council on Asian Pacific Minnesotans
March 2012



This report is published by the Council on Asian Pacific
Minnesotans.

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Upon Request, this report will be made available in an
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ask for the Council on Asian Pacific Minnesotans.

Executive Summary

This report on the educational achievement of Asian Pacific students in Minnesota, conducted by the Council on Asian Pacific Minnesotans, broadens the data on Asian Pacific students in Minnesota. The Council on Asian Pacific Minnesotans is a state agency that advises the Minnesota state legislature and governor's office and advocates for the well-being of Asian Pacific Minnesotans.

According to the Minnesota Comprehensive Assessment (MCA) 2011 test results, 66.1% and 54.4% of Asian Pacific students scored as proficient on the MCA reading and math tests, respectively. In comparison, 80.8% and 63.3% of White students were proficient in reading and math, respectively. This seemingly smaller achievement gap between Asian Pacific and White students has led to less attention and concern given to the needs of Asian Pacific students in Minnesota. However, researchers, community members, and educational professionals have long recognized that the reporting of aggregated data for Asian Pacific students is misleading and masks educational disparities experienced within the Asian Pacific population in Minnesota.

In response, this report disaggregates MCA data for Asian Pacific students by language spoken at home, ethnicity, income level, English proficiency, and mobility (see Figures 1 and 2 on page 3). Through such analysis, this report provides new understandings about the academic performance of Asian Pacific students in Minnesota.

Key findings of the report are:

Significant achievement gaps exist for refugee experienced Asian Pacific students.

- 50.3% and 40% of refugee experienced Asian Pacific students were proficient in reading and math, respectively.
- Less than 17% of Burmese students were proficient in reading or math, the lowest of any ethnic or racial student group.
- Less than 59% and 40% of Lao, Hmong, and Cambodian students were proficient in reading and math, respectively.
- In comparison, 80.8% and 63.3% of White students scored as proficient in reading and math, respectively.

Students' income level, English proficiency, and mobility status were significant factors in predicting their academic achievement.

- Low-income Asian Pacific students experienced achievement gaps of up to 31% on the MCAs in comparison to their more affluent Asian Pacific peers.
- Asian Pacific students receiving English Learner services experienced achievement gaps of up to 44% on the MCAs in comparison to English proficient Asian Pacific students.
- Homeless or highly mobile Asian Pacific students experienced achievement gaps of up to 23% on the MCAs in comparison to non-mobile Asian Pacific students.

Executive Summary, continued

The findings from the disaggregated data directly counter the widely held misconception that all Asian Pacific students were performing at levels well above other minority students and only slightly below White students, and thus, were not as deserving of additional support. In reality, refugee experienced, low-income, English learning, and highly mobile Asian Pacific students experience significant educational disparities, and in some cases, had lower proficiency rates than other racial groups.

Recommendations for policy makers

The Council on Asian Pacific Minnesotans highly recommends a renewed focus on improving the educational outcomes of all students by including Asian Pacific students in the vision of educational equity. Specifically, we recommend the following actions:

1. Standardize the practice of collecting and reporting disaggregated student data.

Without disaggregated data, the educational disparities of Asian Pacific students will continue to be covered up by misleading information, making it difficult to allocate attention, resources, and support for students who need it most.

2. Streamline efforts that monitor and address the additional challenges faced by refugee experienced students as well as by students who are low-income, English Learners, and/or highly mobile.

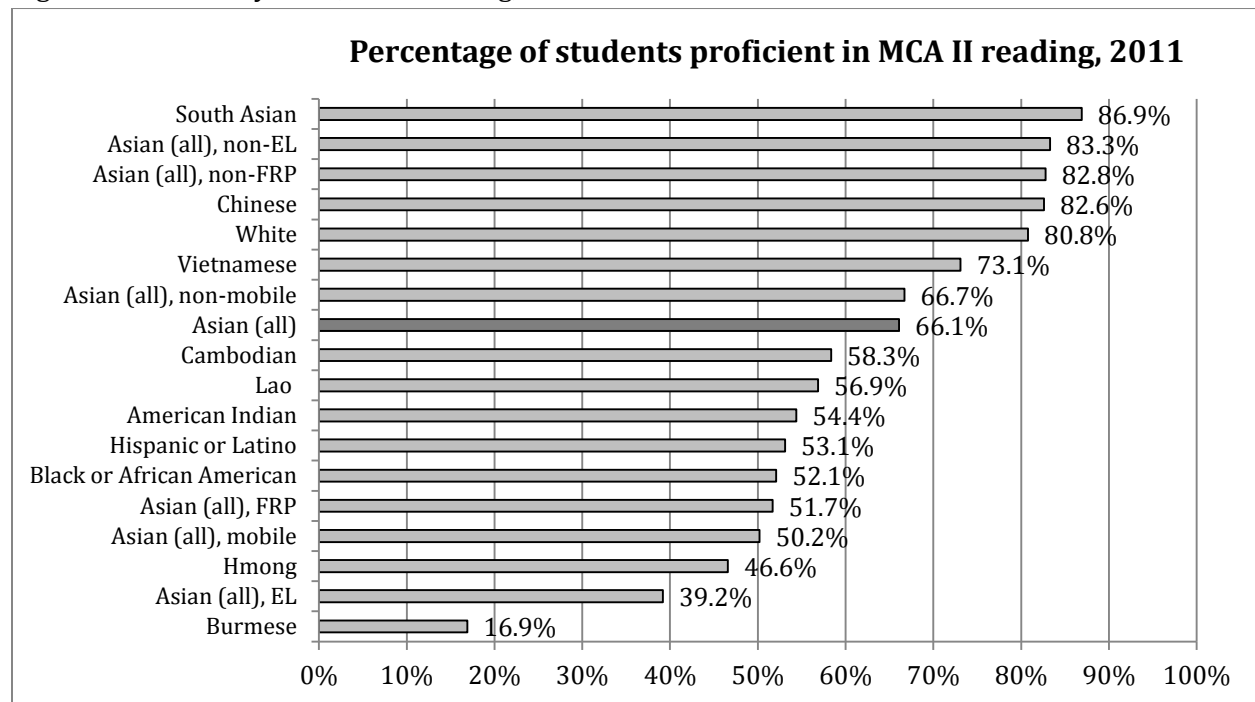
Refugee experienced and socioeconomically disadvantaged Asian Pacific students experience significant educational barriers. Efforts to overcome these barriers should be evaluated and successful models of educational leadership, pedagogy, and programing should be shared across the state.

3. Increase the cultural competency and awareness among educational professionals of Asian Pacific students. Understanding the strengths, interests, and needs of students is crucial in moving away from a deficit view of diverse student populations and in implementing strategies to increase the academic growth of students.
4. Policy makers and education leaders should solicit the input and involvement of refugee experienced and socioeconomically disadvantaged Asian Pacific communities in the vision of educational equity.

Community members should be regarded as powerful partners in education who have expertise in determining the viability and effectiveness of potential educational programing, strategies, and interventions for their students.

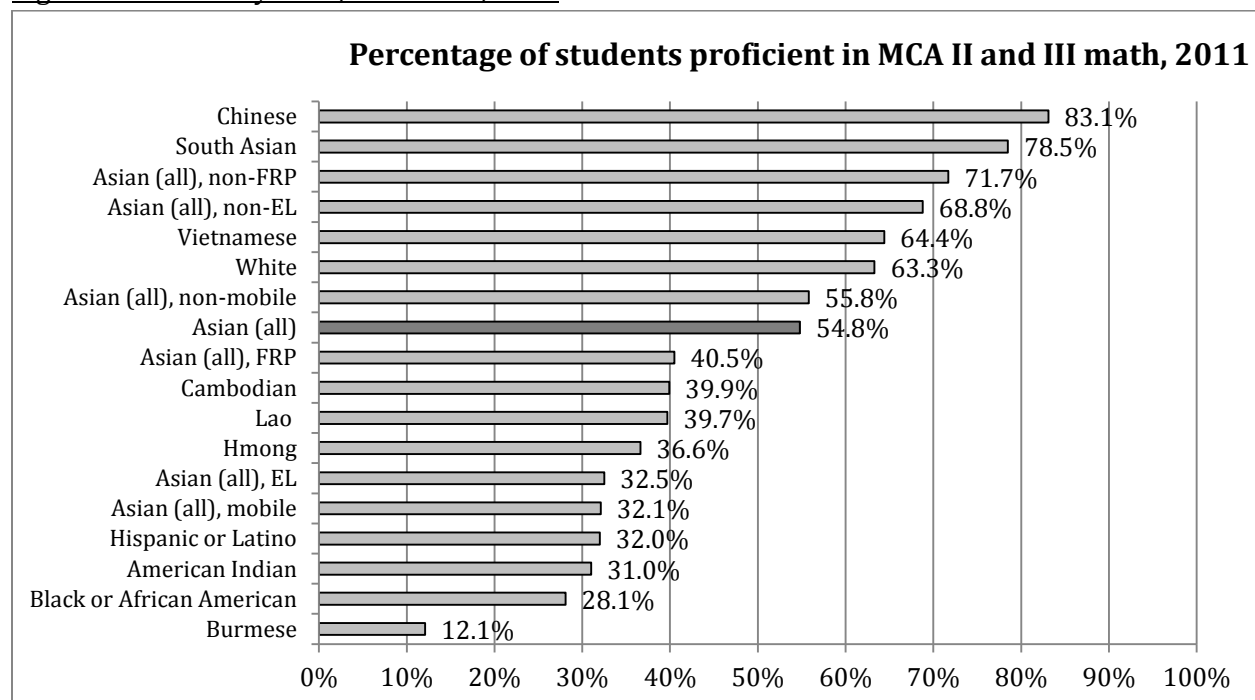
Executive Summary, continued

Figure 1. Proficiency rates, MCA reading, 2011ⁱ



Source: Minnesota Department of Education, 2011

Figure 2. Proficiency rates, MCA math, 2011



Source: Minnesota Department of Education, 2011

ⁱ For a definition of terms, see page 5.

Table of Contents

Executive Summary.....	1
Table of Contents.....	4
Definition of Terms.....	5
Overview and Background.....	6
The Asian Pacific Population in Minnesota.....	7
Demographics of Students in Minnesota Public Schools.....	8
Ethnicity of Asian Pacific Students Enrolled in MN Public Schools.....	9
Primary Language Spoken at Home by Asian Pacific Students	10
Where Asian Pacific Students are Enrolled.....	11
Data on the Academic Achievement of Asian Pacific Students.....	14
2011 MCA Data Disaggregated by Language and Ethnicity.....	16
Additional Disaggregated Educational Data for Asian Pacific Students.....	20
Graduation and Dropout Rates.....	24
Further Discussion on the Academic Achievement of Asian Pacific students in Minnesota.....	26
A Closer Look at Asian Pacific Ethnic Groups.....	27
Concluding Remarks and Policy Recommendations.....	35
Next Steps and Questions for Future Research.....	36
Appendix A: District Enrollment Data.....	37
Appendix B: School Specific Data.....	39
Appendix C: US Census and ACS Data on Asian Pacific populations.....	40
Appendix D: Methodology.....	41
Appendix E: Additional Supplemental Data on Asian Pacific students in Minnesota.....	41
Acknowledgments.....	42
Works Cited.....	43

Definition of Terms

Asian Pacific

In the context of this report, Asian Pacific students and individuals are those who self-identify as Asian or Pacific Islander. The terms Asian American Pacific Islander, Asian Pacific, Asian Pacific Islander, and Asian Pacific Islander American are used interchangeably in this report.

Asian populations include persons having origins in East Asia, Southeast Asia, or the Indian subcontinent. However, Asian may also include people of Central and West Asian origin. Pacific Islanders typically include Native Hawaiian, Samoan, Guamanian or Chamorro, Fijian, Tongan, or Marshallese peoples and encompasses the people within the United States jurisdictions of Melanesia, Micronesia and Polynesia.

English Learner (EL)

English Learner (EL) refers to students who are currently receiving English Learning (EL) services. However, not all eligible students are enrolled in EL services. (EL was previously referred to as English Language Learner or English as a Second Language.)

Ethnicity

In the context of this report, ethnicity refers to the social traits that are shared by a human population, such as shared nationality, language, culture, and tradition (i.e. Hmong, Vietnamese, Asian Indian, and Chinese). Ethnicity is typically self-identified by an individual based on a perceived shared history and culture.

Free/Reduced Priced Lunch (FRP)

Free and reduced priced (FRP) lunch status refers to students eligible for the Free or Reduced Price Meal Program at school. A child's family income must fall below 185% of the Federal Poverty Level to qualify for reduced-cost meals, or below 130% of the Federal Poverty Level to qualify for free meals. However, not all FRP eligible students are enrolled in the program. FRP is often used as a proxy for student poverty.

Generation

In the context of this report, first generation refers to people who immigrated to the United States as adults. One and a half generation refers to children who were foreign born and came to the U.S. between the ages of two and twelve years. Second generation refers to

children born in the U.S. or foreign-born who came to the U.S. when younger than two years old.¹

Minnesota Comprehensive Assessment (MCA)

The MCAs are state tests that help districts measure student progress toward Minnesota's academic standards.

Mobile student

Mobile student refers to students who were not enrolled at the same school on October 1st as their current school.

Primary Language Spoken at Home

Refers to the language documented on a student's record as the primary language spoken at home.

Race

In the context of this report, race refers to the categories of White, Black or African-American, Asian Pacific Islander, Hispanic or Latino, and American Indian.

Refugee

A refugee is defined as any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

Refugee experienced group

Refugee experienced group includes, but is not limited to, ethnic groups with refugee status or have had experiences similar to refugees such as experiencing forced migration, political, religious, or social persecution, and physical and mental trauma from targeted persecution and genocide.

Students of color

Students of color refer to students who self-identify as American Indian, Asian Pacific, Hispanic or Latino, and Black or African American.

Overview and Background

On October 1, 2011, the Council on Asian Pacific Minnesotans (CAPM) partnered with the Minnesota Department of Education to host A Community Forum on the Hidden Educational Achievement Gap for Asian Pacific Students of Minnesota. Together at the community forum, community members, educational professionals, and representatives from the state government discussed the educational challenges facing the Asian Pacific community in Minnesota and the needed solutions for closing the achievement gap in Minnesota.

Among the major findings presented at the forum was the large variation in educational achievement among Asian Pacific students of different socioeconomic backgrounds. While Asian Pacific students as a whole were displaying higher levels of proficiency on the MCA tests than other minority groups, economically disadvantaged and English learning Asian Pacific students were shown to perform at distinctly lower levels than their more affluent and English proficient Asian Pacific peers.

This educational gap within the Asian Pacific Minnesotan community is not new; it had merely been covered up by the use of aggregate data for Asian Pacific students and the “model minority stereotype,” the myth that Asian Pacific Americans have uniformly achieved unparalleled academic, social, and economic success. Attendees of the forum recognized that the use of aggregate data ignores the diverse and complex experiences of Asian Pacific students, especially the significant differences in their socioeconomic background, linguistic profile, history, and culture. Among the suggestions from attendees for next steps was to provide disaggregated educational data for Asian Pacific students.

“I am tired of being seen as a model minority in my high school. If I get good grades, it is because I’m Chinese. If I don’t get good grades, then there is something wrong with me.”

- Anonymous

This report, conducted by the State Council on Asian Pacific Minnesota, follows up on this request and broadens the availability of accurate disaggregated data on Asian Pacific students in Minnesota. The Council on Asian Pacific Minnesotans would like to acknowledge the assistance and partnership with the Minnesota Department of Education, the Education Research Ad Hoc Advisory Committee for this report, and community members in creating this report. Acknowledgements for this report are located on page 42.

Our aim with this report is to provide clearer and more accurate data on the academic achievement of Asian Pacific students in Minnesota that will better guide policy makers, educational leaders, and community members in addressing the achievement gap in Minnesota.

The Asian Pacific Population in Minnesota

According to the 2010 Census, Minnesota's Asian populationⁱⁱ stands at 202,135 or about 4% of the total Minnesota population. Since 2000, Minnesota's Asian population has increased in size by more than 50.9%. Compared to the total population in Minnesota, a greater percentage of Asian Minnesotans are under the age of 18. Furthermore, the Asian population under the age of 18 is more likely to report as 'living in poverty' than the total population (see Table 1).

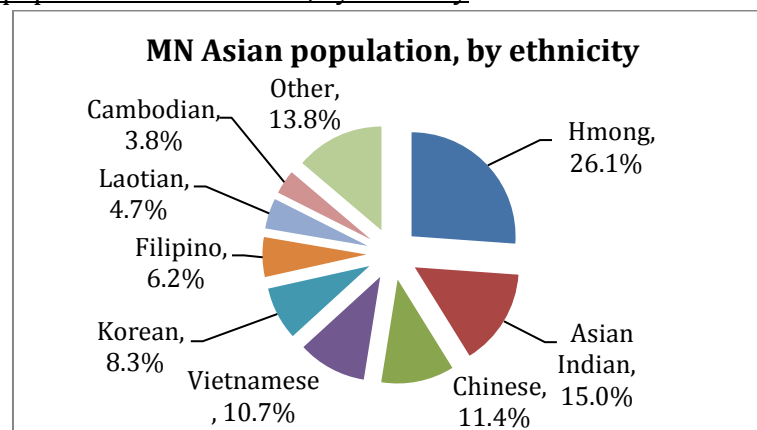
Table 1. Population, by race and age, Minnesota

Minnesota populations	Population	% of total population	Other
Total population	5,303,925		
Asian population, 2010 ⁱⁱⁱ	202,135	4%	
Pacific Islander population, 2010 ^{iv}	3,425	Under 0.1%	
Population under 18, all races	1,263,008	24%	
Population under 18, Asian Alone	65,869		% of total Asian population: 32%
Under 18 population living in poverty, all races	176,190		% of total under 18 population: 14%
Under 18 population living in poverty, Asian Alone	13,822		% of under 18 Asian population: 21%

Source: US Census, 2010 and 2008-2010 American Community Survey 3-Year Estimates^v

In Minnesota, the four largest Asian Pacific ethnic groups are Hmong, Asian Indian, Chinese, and Vietnamese. In total, these four groups comprise of nearly two-thirds of the Asian Pacific population in Minnesota (see Figure 3).

Figure 3. Asian Pacific population in Minnesota, by ethnicity^{vi}



Source: US Census, 2010

ⁱⁱ Asian alone.

ⁱⁱⁱ Asian alone.

^{iv} Pacific Islander, alone or in any combination.

^v The American Community Survey (ACS) is an ongoing survey conducted by the US Census Bureau that provides estimated demographic data for states, cities, counties, metropolitan areas, and population groups.

^{vi} Ethnicity alone. Also, note that this graph does not include Pacific Islander populations.

Demographics of Students in Minnesota Public Schools

In Minnesota's public schools, the Asian Pacific student population increased by over 25% from 41,613 in 2000 to 52,320 in 2011.² In contrast, Minnesota's total school enrollment has declined nearly 3%, from 846,769 in 2000 to 822,697 in 2011.

54.9% of Asian Pacific students in Minnesota are eligible for Free/Reduced Priced Lunch (FRP), which has decreased from 61.2% in 2000. 41.2% of Asian Pacific students receive English Learner (EL^{vii}) services, which has also decreased since 2000. About 8.4% of Asian Pacific students receive Special Education services^{viii}, which increased 1.9% from 2000. In comparison to White students, a significantly higher percentage of Asian Pacific students are identified as FRP-eligible or as receiving English Learner services.

Table 2. Student Population Profile in Minnesota Public Schools^{ix}

Academic Year	Student Enrollment		% eligible for Free / Reduced Priced Lunch		% receiving Special Education services		% receiving English Learner services	
	1999-2000	2010-2011	1999-2000	2010-2011	1999-2000	2010-2011	1999-2000	2010-2011
Asian Pacific students	41,613 (4.9% of total state enrollment)	52,320 (6.4% of total state enrollment)	61.2%	54.9%	6.5%	8.4%	48%	41.2%
American Indian students	17,837 (2.1% of total state enrollment)	17,858 (2.2% of total state enrollment)	68.4%	71.6%	19.1%	22.6%	0.24%	1.2%
Hispanic or Latino students	24,838 (2.9% of total state enrollment)	55,132 (6.7% of total state enrollment)	62.5%	76.1%	11.9%	14.4%	39.2%	45.8%
Black or African American students	52,606 (6.2% of total state enrollment)	79,756 (9.7% of total state enrollment)	71.4%	79.0%	16.5%	18.3%	7.7%	15.7%
White students	709,875 (83.8% of total state enrollment)	617,631 (75.1% of total state enrollment)	18.3%	23.7%	11.3%	12.5%	0.35%	0.5%
All students	846,769	822,697	26.1%	35.6%	11.6%	13.2%	4.28%	7.6%

Source: Minnesota Department of Education, 2011

^{vii} English Learner, or EL, was previously known as Limited English Proficient (LEP), English Language Learner (ELL), and English as a Second Language (ESL).

^{viii} "Special education" means any specially designed instruction and related services to meet the unique cognitive, academic, communicative, social and emotional, motor ability, vocational, sensory, physical, or behavioral and functional needs of a pupil as stated in the Individualized Education Programs (IEPs).

^{ix} Table 2 contains cross-sectional data, not longitudinal data.

Ethnicity of Asian Pacific Students Enrolled in MN Public Schools

At this time, the ethnicity of students (Hmong, Chinese, Somali, Mexican, etc.) is not collected by the Minnesota Department of Education. However, the “primary language spoken at home” of students is collected by the Minnesota Department of Education and can be used as a proxy for ethnicity. In other words, if a student reports to primarily speak Hmong at home, his or her ethnicity is likely to be Hmong.

Readers should be aware of the limitations of this method of determining the ethnicity of students. For instance, ethnicity cannot be determined for students speaking English, which makes up one-third of Asian Pacific students. Secondly, ethnicity cannot be determined for speakers of languages that are widely spoken in multiple countries, such as Bengali, which is widely spoken in Bangladesh and areas of India. Lastly, many Asian Pacific families may have emigrated from non-Asian countries such as Brazil, Germany, or Argentina and speak of the language of those countries at home, making it difficult to determine their ethnic identity.

Furthermore, we acknowledge that the student data collection by schools is not impervious to human error. In some cases, the race of a student is not self-reported by the student or parent. The racial identity of a student can be collected by a school clerk who makes his or her best judgment in determining the race of the student. In such cases, it is possible that the school clerk could have made an incorrect judgment about the race of the student and family. With these limitations and considerations in mind, we are only able to report estimated MCA results for ethnic groups with 500 or more students.

Primary Language Spoken at Home by Asian Pacific Students

Asian Pacific Islander (API) students in Minnesota speak over 40 languages. In an effort to simplify the reporting of languages spoken, three distinct language categories were created: 1) English and Creolized English (API – English); 2) refugee experienced* languages (API RE); and (3) non-English, non-RE languages (API non-English, non-RE). Refer to Table 3 for the full list of languages within each category.

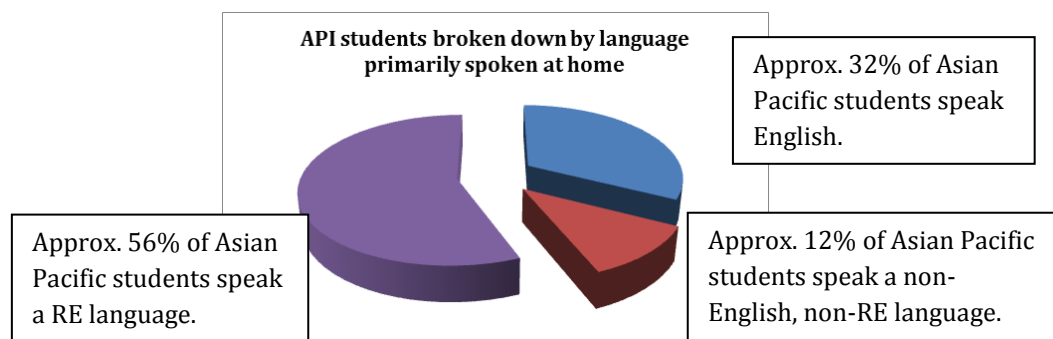
Table 3. Language categories for Asian Pacific students in Minnesota

English & Creolized English	Refugee experienced (RE) languages	Non-English and non-RE languages		
English English, Creolized	Hmong Vietnamese Lao, Laotian Cambodian, Khmer Cham Burmese Karen Karenni, Kayah Shan Yao Tibetan	Arabic Chinese, (Mandarin) Cantonese Taiwanese Bengali Brahui Gujarati Kanarese, Kannada Konkani Malyam, Malayam Marathi Punjabi Telugu Tamil Farsi French Gaelic German	Hebrew Hindu/Hindustani Urdu Japanese Okinawan Mongolian Korean Malay Dutch Norwegian Cebuano Ilocano, Ilcano Pilipino, Tagalog Romanian Russian Bosnian American Sign Language	Spanish Thai Turkish Not Specified Micronesian Samoan Polynesian Palaun Marshallese Tongan Hawaiian Sinhalese Pashto Nepali Kurdish Bahasa Indonesia

Source: Minnesota Department of Education, 2011

In a summary of languages spoken by Asian Pacific students, over half were API RE. About a third were API English, whereas about a tenth were API non-English, non-RE language.

Figure 4. Languages spoken by Asian Pacific students, by category



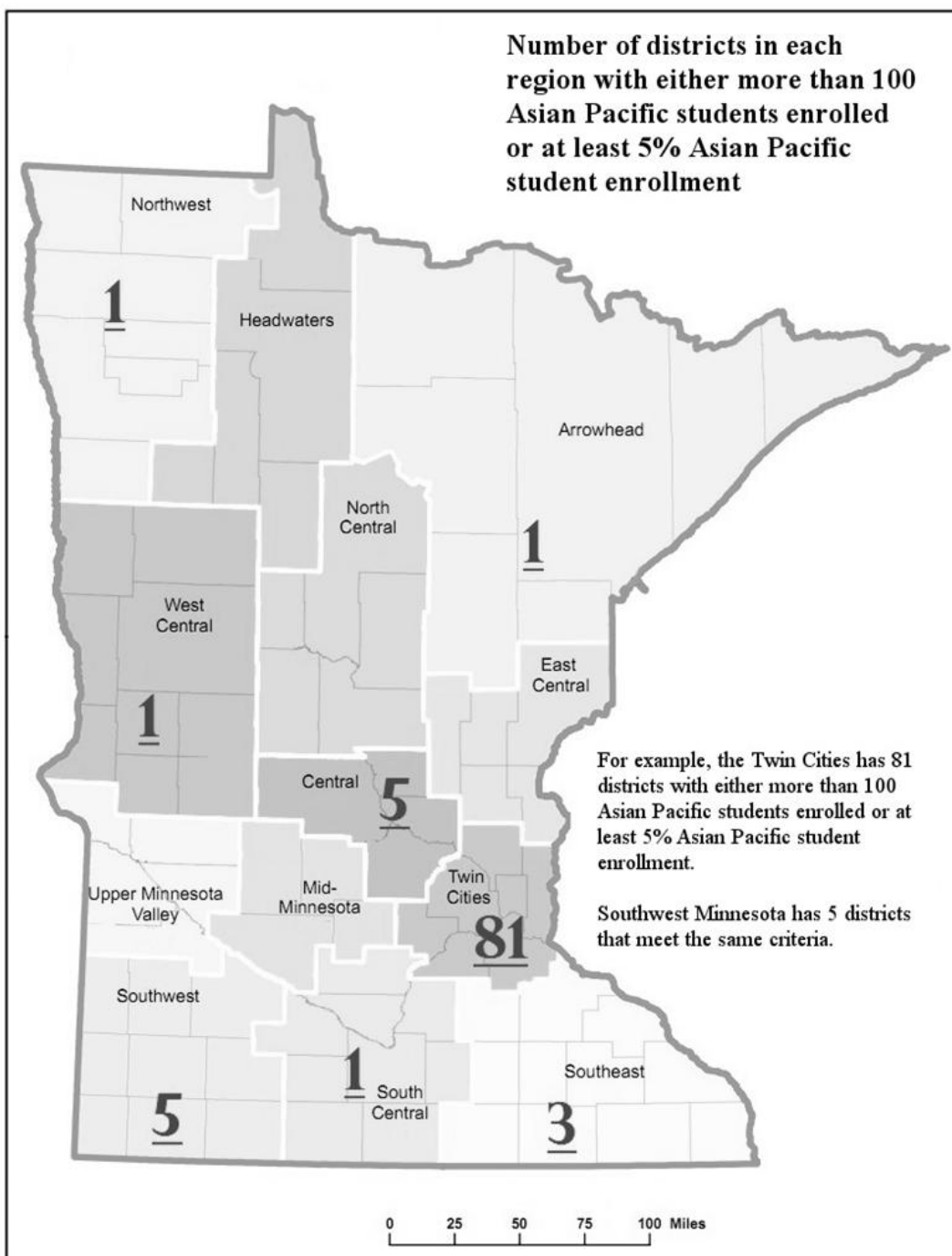
Source: Minnesota Department of Education, 2011

* "Refugee experienced" includes, but is not limited to, ethnic groups with refugee status or have had experiences similar to refugees. For a full description of refugee experienced, refer to the "Definition of terms" section on page 5.

Where Asian Pacific Students are Enrolled

As seen in Figure 5, the majority of Asian Pacific students are enrolled within the Twin Cities metro area. However, there are also significant numbers of Asian Pacific students enrolled in public school districts in non-metro areas, most notably in the central and southern regions.

Figure 5. Number of districts with significant Asian Pacific student enrollment, by region



Source: Map created with enrollment data from Minnesota Department of Education, 2011

Where Asian Pacific Students are Enrolled, continued

Public schools, Metro

As expected, the largest populations of Asian Pacific Islander (API) students are enrolled in the metro's four largest districts: St. Paul Public School District, Osseo Public School District, Minneapolis Public School District, and Anoka-Hennepin Public School District. Together, these four districts encompass over 38% of the total API student enrollment in Minnesota. For additional enrollment data, view Appendix A.

Table 4. Districts with significant Asian Pacific student enrollment, metro

County	District	Total API student enrollment	Total student of color enrollment	Total student Enrollment
Ramsey	St. Paul Public School District	11,472	28,654	37,859
Hennepin	Osseo Public School District	3,176	9,737	20,835
Hennepin	Minneapolis Public School Dist.	2,788	23,344	34,336
Anoka	Anoka-Hennepin Public School Dist.	2,514	8,461	39,106
Dakota	Rosemount-Apple Valley-Eagan	2,259	6,841	27,496

Source: MN Dept. of Education, 2010-11 school year

Public schools, Non-Metro

Non-metro public schools with significant API enrollment are primarily located in Central or Southwestern Minnesota. As expected, larger non-metro districts have high API student enrollment (i.e. Rochester, St. Cloud, Elk River, Duluth, and Mankato). However, something less expected was the identification of districts in more rural areas with high proportions of API student enrollment.

In Westbrook-Walnut Grove Schools, API students made up over 32% of the total enrollment and represented a majority of the student of color population. In Tracy Area Public School District, API students made up nearly 15% of the total student enrollment and about 75% of students of color in the district. API students made up more than 12% of enrollment at Worthington Public School District and Mountain Lake Public Schools.

Table 5. Districts with significant Asian Pacific student enrollment, non-metro

County	District	Total API student Enrollment	Total Student of Color Enrollment	Total Student Enrollment
Olmsted	Rochester Public School District	1,688	5,063	16,330
Nobles	Worthington Public School District	318	1,576	2,542
Cottonwood	Westbrook-Walnut Grove Schools	151	160	469
Lyon	Tracy Area Public School District	119	165	797
Cottonwood	Mountain Lake Public Schools	58	151	472

Source: MN Dept. of Education, 2010-11 school year

Where Asian Pacific Students are Enrolled, continued

Charter schools

All charter schools with high API student enrollment are located either in St. Paul or Minneapolis with the exception of Prairie Seeds Academy, which is located in Brooklyn Park. Many of these charter schools have high rates of FRP and EL students with the exception of Yinghua Academy. Many of the culturally specific charter schools are focused on Hmong culture and language, with the exception of Yinghua Academy, which is a Chinese immersion school.

Table 6. Districts with significant Asian Pacific student enrollment, charter schools

School	Total API student enrollment	Total student enrollment	% of students receiving English Learner services	% of students eligible for Free/Reduced Priced Lunch	% of students receiving Special Education services
Community School of Excellence	629	635	90%	90%	8%
Prairie Seeds Academy	564	705	64%	75%	7%
Hope Community Academy	437	465	68%	85%	8%
Noble Academy	394	453	82%	92%	7%
New Millennium Academy Charter School	378	382	94%	85%	10%
Hmong College Prep Academy High School	345	348	81%	99%	11%
Hmong College Prep Middle Academy	319	325	86%	99%	7%
Hmong International Academy	293	362	62%	93%	15%
College Preparatory Elementary	202	213	87%	94%	11%
Yinghua Academy	176	374	3%	6%	6%

Source: MN Dept. of Education, 2010-11 school year

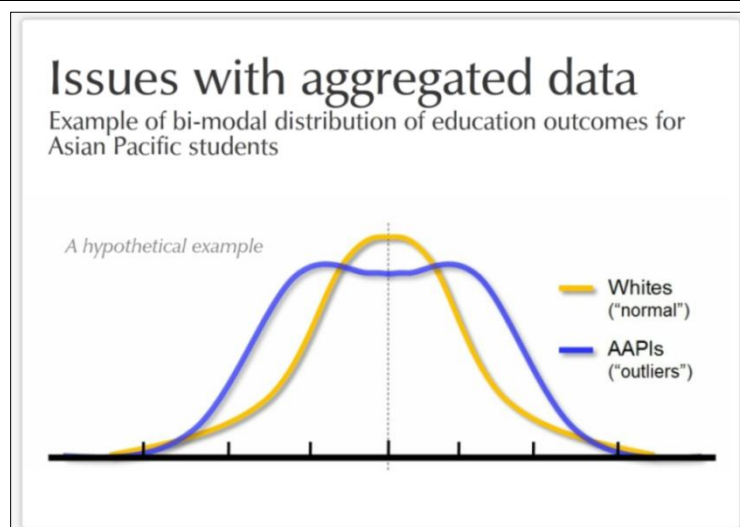
Data on the Academic Achievement of Asian Pacific students

Asian Pacific diversity and the need for disaggregated data

It should be made clear that the term “Asian Pacific” does not represent a homogeneous group. The Asian Pacific community is made up of several different ethnic groups which immigrated to the U.S. under various circumstances and possess varying backgrounds in education, applicable work skills, and physical and mental wellness.³ As a result, Asian Pacific ethnic groups exhibit great variation in academic outcomes. As shown below in the hypothetical example in Figure 6, Asian American Pacific Islanders (AAPI) typically have a bi-modal distribution in education outcomes.

In other words, there are typically two groups of Asian Pacific students. In one group are Asian Pacific students who outperform White students on standardized testing. The second group of Asian Pacific students, however, has a lower educational outcome than White students. When these two groups are combined in an aggregated report, the presence of these two distinct groups is lost in the data and Asian Pacific students appear to be performing at similar levels as White students.

Figure 6. A hypothetical distribution of educational outcomes for White and AAPI students^{xi}



Source: R. Teranishi, *Asians in the Ivory Tower*, 2010⁴

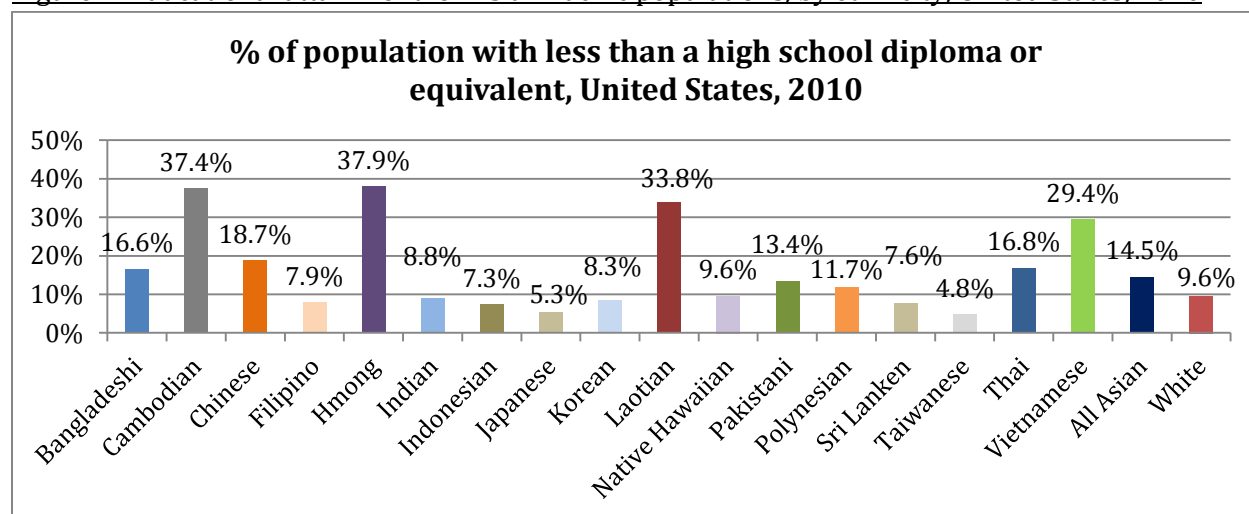
Several researchers have noted that the lack of disaggregated data on the academic achievement of Asian American students has created confusion and misunderstanding of the true picture of student achievement and masks the tremendous differences in educational achievement among Asian Pacific ethnic groups.⁵ Furthermore, failure to recognize the critical differences between Asian Pacific ethnic groups leads people to misperceive all Asian Pacific ethnic groups as highly successful and undeserving of any additional assistance. This ultimately leads to fundamentally flawed decisions in educational policy-making, resource allocations, curriculum design, assessment, and student support for Asian Pacific students.⁶

^{xi} AAPIs stands for Asian American Pacific Islanders.

Data on the Academic Achievement of Asian Pacific students, continued

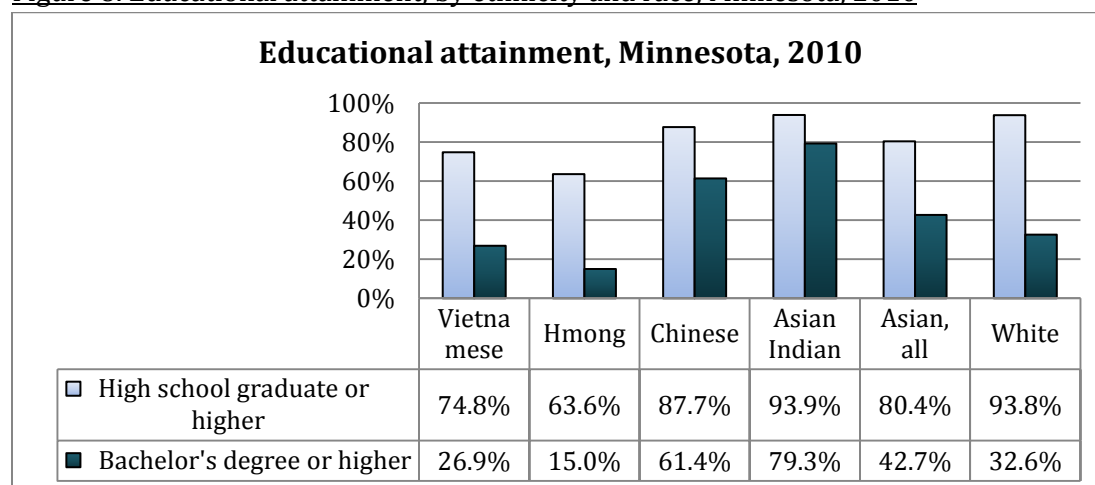
In 2011, aggregated MCA scores show that Asian Pacific students have achievement gaps of less than 15% when compared to White students.⁷ However, as previously stated, the use of aggregated data is highly misleading. To better illustrate this point, the educational attainment level of different Asian Pacific ethnic groups is presented in Figures 7 and 8. If only aggregated data was available, users of the data would have been misled to believe that all Asian groups in Minnesota had higher rates of having a bachelor degree or higher (42.7% for Asian populations, 32.6% for White populations). However, once the data is disaggregated, it becomes clear that Hmong and Vietnamese populations have significantly lower rates of having a bachelor degree or higher. As demonstrated, disaggregated data is essential to understand the true picture of Asian Pacific students' educational experiences.

Figure 7. Educational attainment for Asian Pacific populations, by ethnicity, United States, 2010



Source: 2008-2010 American Community Survey 3-Year Estimates

Figure 8. Educational attainment, by ethnicity and race, Minnesota, 2010



Source: 2008-2010 American Community Survey 3-Year Estimates

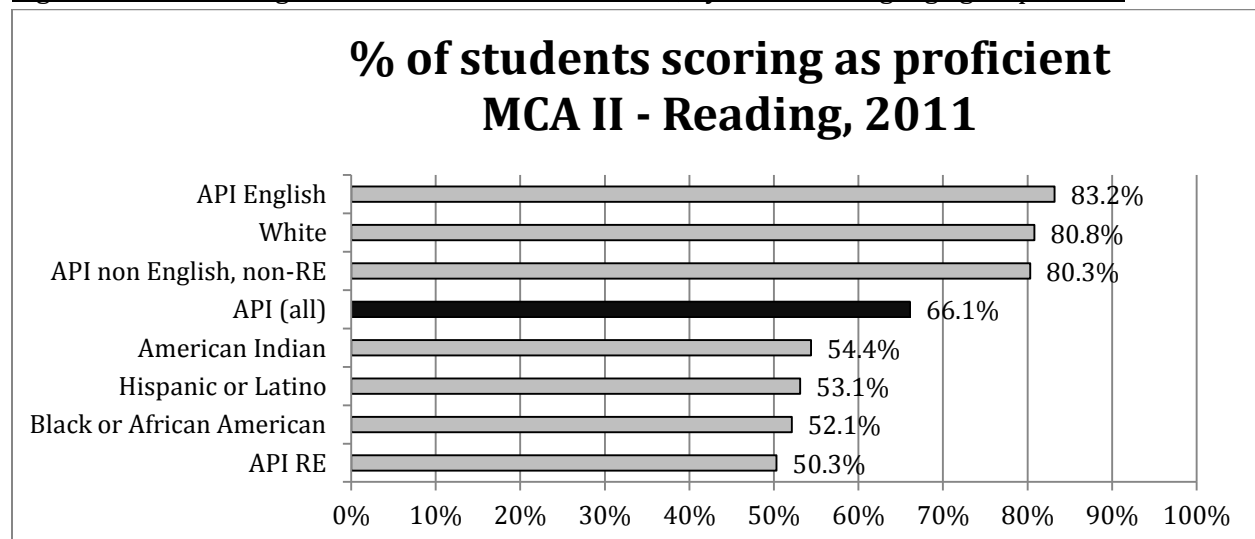
2011 MCA Data Disaggregated by Language and Ethnicity

In this section, disaggregated 2011 MCA results for Asian Pacific Islander (API) students are provided in Figures 9 and 10. Results for API students are disaggregated by the three language groups of English (API English), refugee experienced (API RE), and non-English, non-RE (API non-English, non-RE). The data shows the percent of tested students who meet or exceed achievement standards set by Minnesota educators for both math and reading, or in other words, the proficiency rate of each student group. The goal for Minnesota students is proficiency in all subject areas.

As seen in Figure 9, over 80% of the API English and API non-English, non-RE students scored as proficient on the MCA-II reading, while only about half of API RE group scored as proficient. In comparison to White students, about 30% less of API RE students tested as proficient on the MCA reading test. In fact, API RE students had the lowest proficiency rate for the MCA reading test in comparison to all other racial and ethnic groups.

It should be noted that API RE students make up more than half of the total Asian Pacific student population in Minnesota. These findings clearly highlight problems with the reporting of aggregated data for Asian Pacific students. If readers are only provided aggregated data, they are misled to believe that all API students outperform all other racial minority groups. Disaggregated data provides a better reflection of the experience of Asian Pacific students where one portion of API students is performing at high levels and the other portion is performing at an alarmingly lower level.

Figure 9. MCA reading results for Minnesota students, by race and language groups, 2011

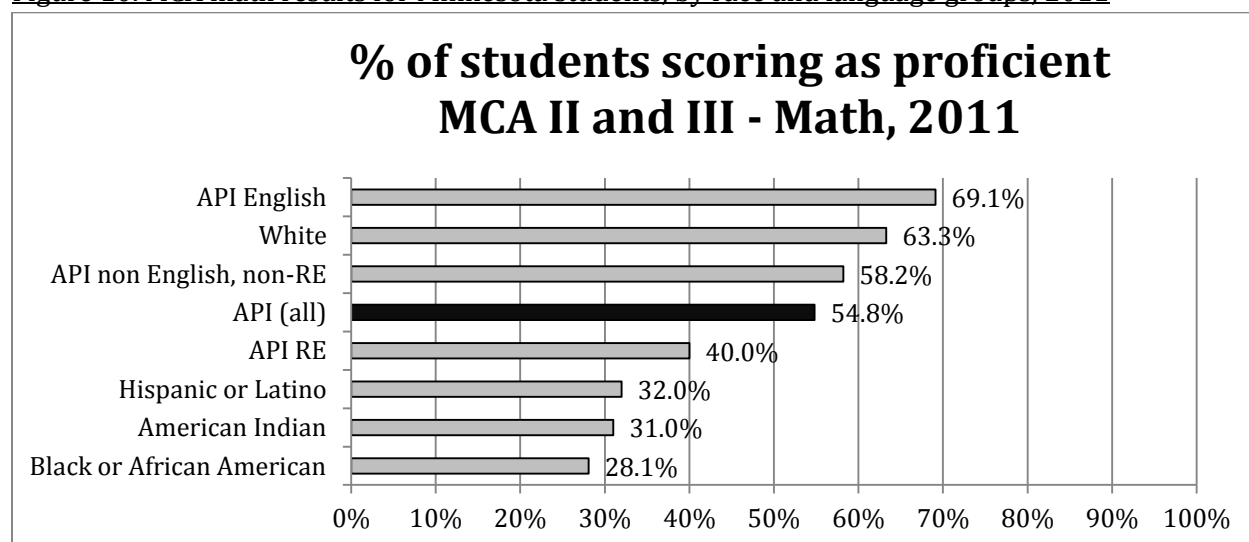


Source: Minnesota Department of Education, 2011

2011 MCA Data Disaggregated by Language and Ethnicity, continued

As for the MCA math test, English speaking Asian Pacific students were the most likely to score as proficient on the MCA test for math, followed by White students. However, only 40% of RE Asian Pacific students scored as proficient, which is 23.3% less than White students and 14.8% lower than the overall Asian Pacific proficiency rate.

Figure 10. MCA math results for Minnesota students, by race and language groups, 2011



Source: Minnesota Department of Education, 2011

Similar to MCA reading results, RE Asian Pacific students were the least likely to score as proficient on the MCA math tests among Asian Pacific students. On the other hand, API English and API non-RE, non-English students were more likely than or almost as likely as White students to score as proficient on the MCA math test. The discovery of such significant educational achievement gaps between RE Asian Pacific students and White students brings increased attention to this specific group of Asian Pacific students.

To further the analysis of Asian Pacific students, disaggregated MCA data is provided for specific Asian Pacific ethnic groups that had a sample size of 500 test takers or larger. Due to the requirements for a larger sample size, disaggregated MCA data is available for Chinese, Burmese, Cambodian, Hmong, Lao, Vietnamese, and South Asian^{xii} students.

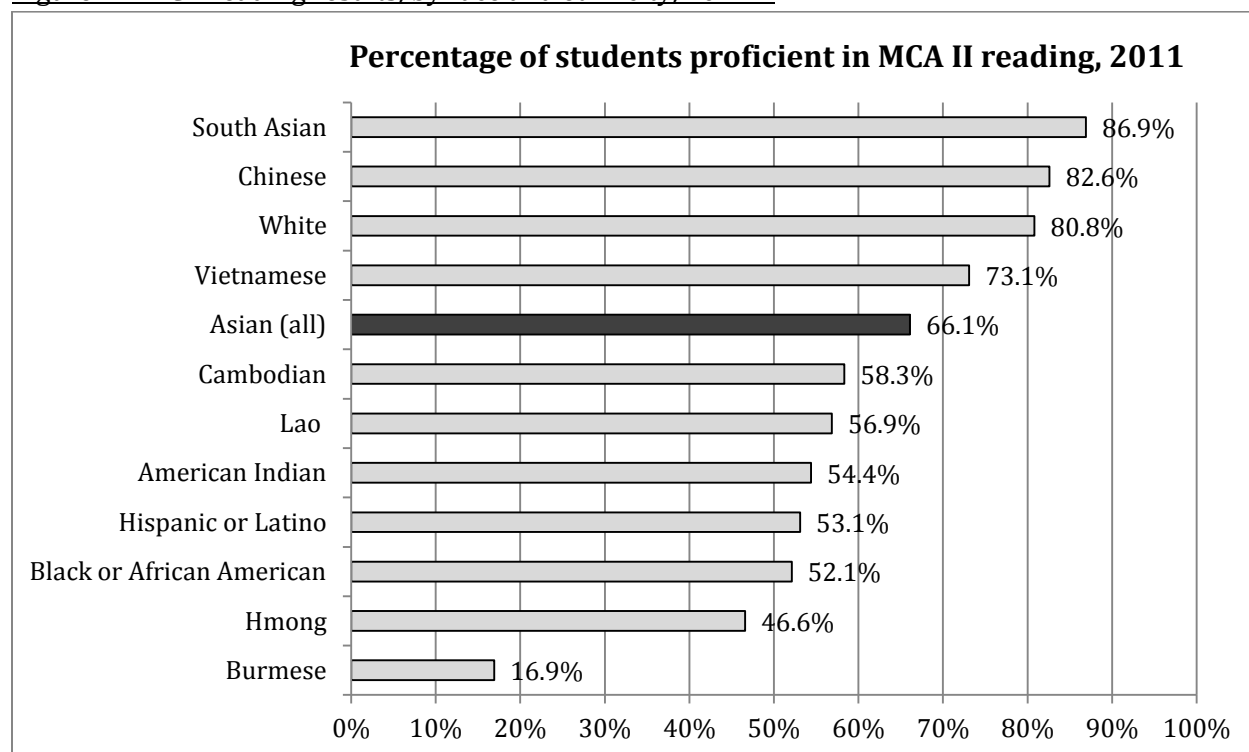
^{xii} It should be noted that ethnicity is determined by students' primary language spoken at home and data for Asian Indian students is not available due to the fact that many Asian Indian languages are also widely spoken in other South Asian countries. Instead, MCA data for speakers of South Asian languages was combined into a "South Asian" category.

2011 MCA Data Disaggregated by Language and Ethnicity, continued

When the data is disaggregated by ethnicity, we find that over 82% of Chinese and South Asian students scored as proficient on the MCA reading tests, outperforming White students. Vietnamese students followed with 73% scoring as proficient. However, significantly less Burmese, Lao, Hmong, and Cambodian students scored as proficient. In fact, Burmese and Hmong students were the least likely among all ethnic and racial groups to score as proficient on the MCA reading test.

Out of all of the disaggregated data presented, the below graph in Figure 11 provides the strongest evidence on the damage and inaccuracy of reporting aggregate data for Asian Pacific students. It is highly erroneous to believe the 66.1% proficiency rate can apply to all Asian Pacific students while ignoring the specific experiences of certain ethnic groups.

Figure 11. MCA reading results, by race and ethnicity, 2011^{xiii}



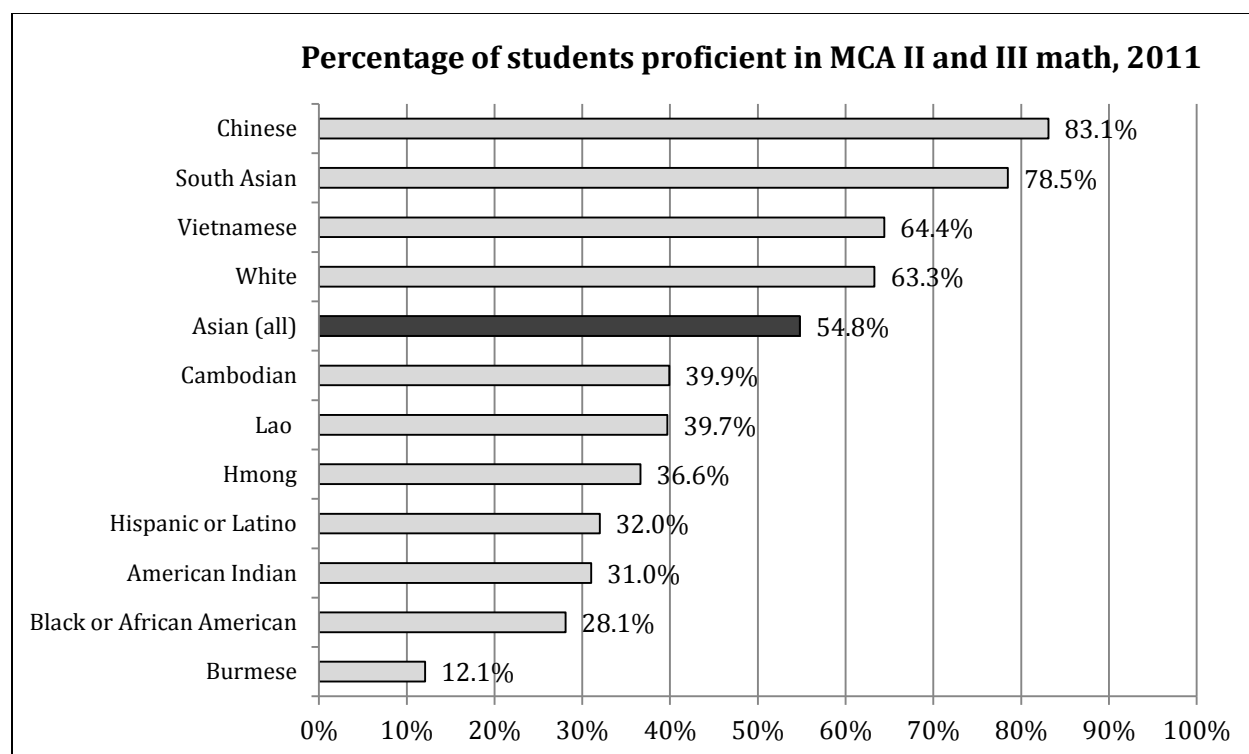
Source: Minnesota Department of Education, 2011

^{xiii} "South Asian" includes students who reported to primarily speak Bengali, Brahui, Gujarati, Kanarese, Kannada, Konkani, Malyam, Marathi, Punjabi, Telugu, Tamil, Hindu/Hindustani, Urdu, Sinhalese, and Nepali at home. "Chinese" includes students who reported to primarily speak Mandarin, Cantonese, or Taiwanese at home. "Burmese" includes students who reported to primarily speak Burmese, Karen, Karenni, Kayah, or Shan at home. "Cambodian" includes students who reported to primarily speak Cambodian, Khmer, or Cham at home.

2011 MCA Data Disaggregated by Language and Ethnicity, continued

Similarly, for the MCA math test, Chinese, South Asian, and Vietnamese students outperformed all other ethnic and racial groups on the MCA math tests. However, significantly less Burmese, Lao, Hmong, and Cambodian students scored as proficient. Burmese students were the least likely to score as proficient on the MCA math test out of all ethnic and racial groups. Less than 40% of Lao, Hmong, and Cambodian students tested as proficient on the MCA math test.

Figure 12. MCA math results, by race and ethnicity, 2011^{xiv}



Source: Minnesota Department of Education, 2011

As discussed earlier, the reporting of aggregated data for Asian Pacific students is misleading and can mask the educational disparities experienced by refugee experienced students, especially for Burmese, Lao, Hmong, and Cambodian students. It is highly recommended that the collection and reporting of disaggregated data be continued for the sake of providing accurate data to inform educational decision and policy-making.

^{xiv} Concerning the composition of Asian Pacific ethnic groups in Figure 12, see footnote on page 18.

Additional Disaggregated Educational Data for Asian Pacific Students

In addition to ethnicity, MCA test results can be disaggregated in the following ways:

- By Free/Reduced Priced lunch status
- By English Learner status (previously known as English Language Learner or ELL)
- By mobility status (using Oct. 1 enrollment data as proxy for mobility)

Data disaggregated by Free/Reduced Priced (FRP) lunch status

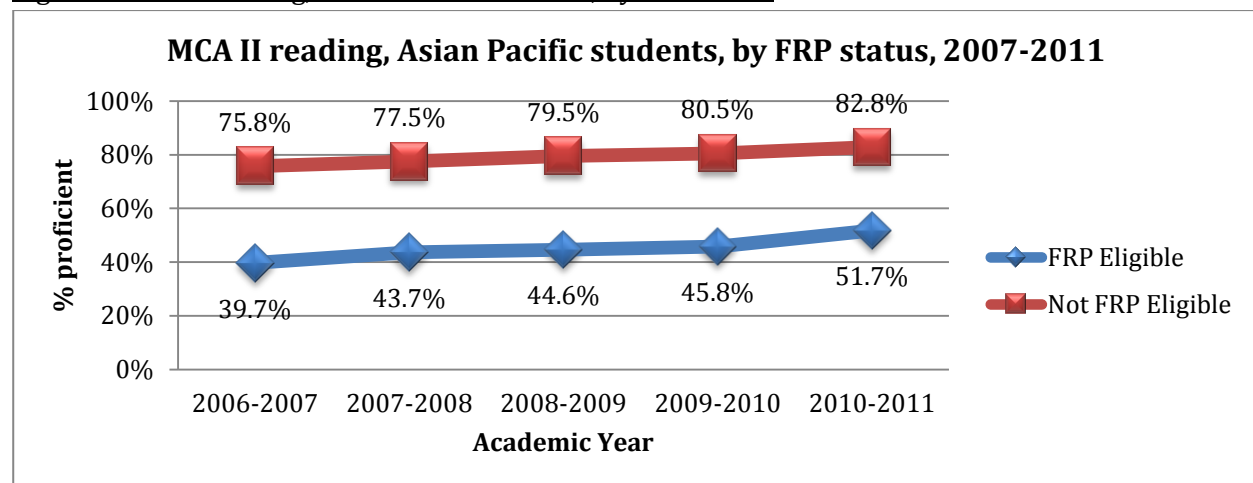
FRP is often used as a proxy measure for students living in poverty. In 2011, about 52% of Asian Pacific students taking the MCAs were eligible for FRP.

MCA reading

While each academic year's results reflect a different cohort of students, it is significant from 2007 to 2011 on the MCA reading test, gaps of over 30% existed between FRP-eligible and non-FRP-eligible Asian Pacific students, highlighting the impact of economic status on students' academic performance.

While the achievement gap between FRP-eligible and non-FRP-eligible Asian Pacific students is the largest in 2007, the gap is the smallest in 2011. Proficiency rates for both FRP-eligible and non-FRP-eligible Asian Pacific students have increased over the years. However, much more must be done to help support the educational success of low-income students and to close the gap between low-income and affluent students.

Figure 13. MCA reading. Asian Pacific students, by FRP status



Source: Minnesota Department of Education, 2011

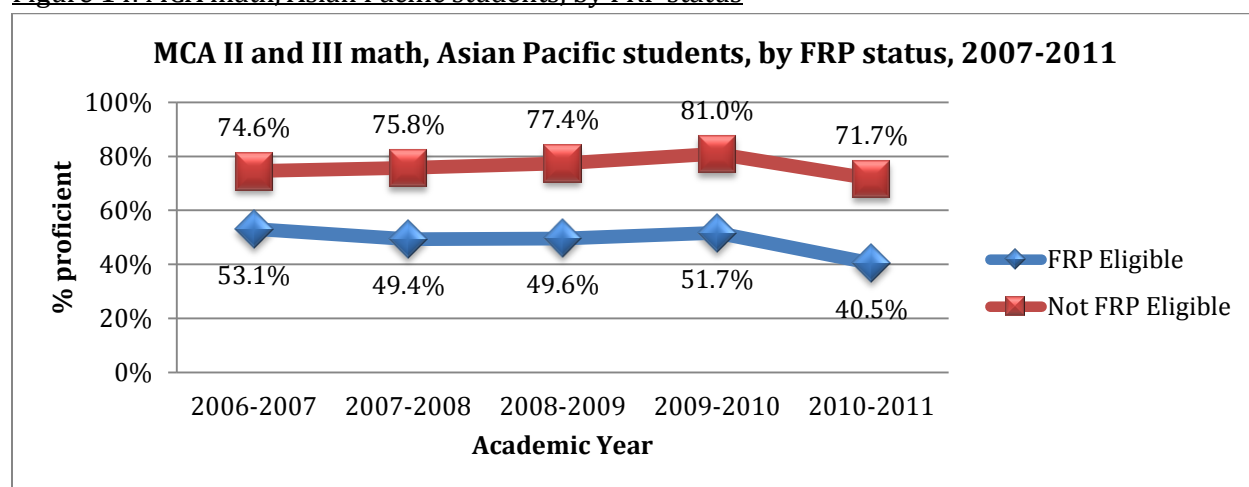
Additional Disaggregated Educational Data for Asian Pacific Students, continued

MCA math

Similarly, on the MCA math test, large achievement gaps between low-income and affluent Asian Pacific students exist. This achievement gap has been consistently widening over each year with the largest gap of 31.2% occurring in 2011. While 2011 MCA math results cannot be compared to previous years, it is significant that the proficiency rate of non-FRP eligible Asian Pacific students increased each year between 2007 and 2010. Meanwhile, the proficiency rate of FRP-eligible Asian Pacific has not been able to increase beyond the 2007 proficiency rate of 53.1%

Readers should also note the importance of disaggregating data by socioeconomic factors. In aggregated reports, the increasing proficiency rate of non-FRP-eligible Asian Pacific students can mask the decreasing proficiency rate of FRP-eligible Asian Pacific students.

Figure 14. MCA math, Asian Pacific students, by FRP status



Source: Minnesota Department of Education, 2011

Note about 2011 MCA math results:

In 2011, new and more rigorous achievement standards in mathematics were implemented by the Minnesota Department of Education. Thus, the sudden decrease in proficiency between 2010 and 2011 is a reflection of higher standards. Comparisons between the percentages of students who scored proficient in mathematics from 2010 to previous years should be done only when keeping in mind the standards changed in 2011.

Additional Disaggregated Educational Data for Asian Pacific Students, continued

Data disaggregated by English Learner (EL)

In 2011, about 40% API students taking the MCA tests were receiving EL services. The population of EL students can vary greatly each year as students test in and out of needing EL services.

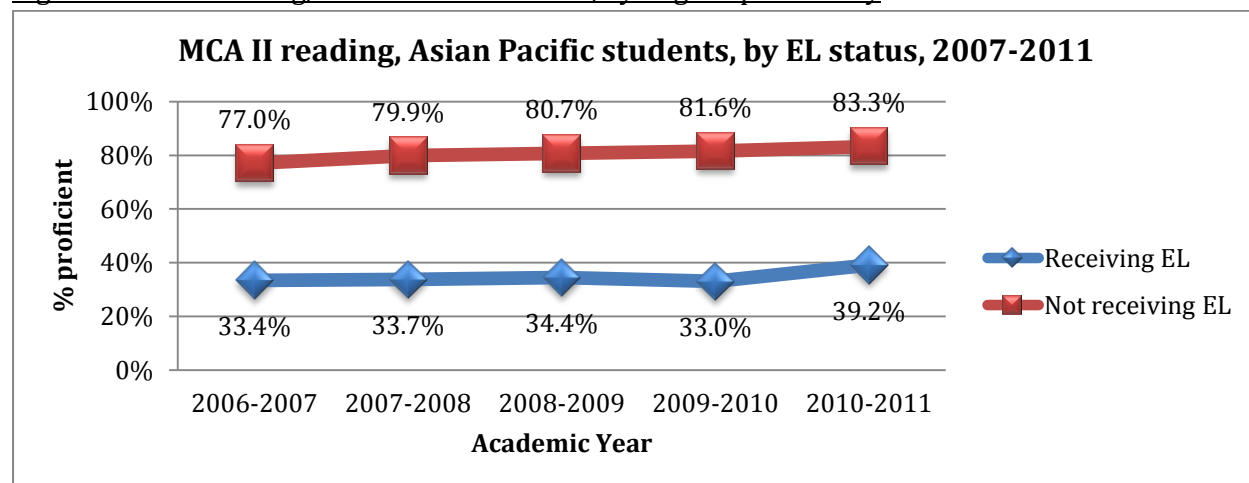
MCA reading

From 2007 to 2011, gaps of over 43% existed between EL and non-EL Asian Pacific students on the MCA reading test. Of note, 6% more EL API students tested as proficient in 2011 than in 2010, which was a significant step in reducing the gap between EL and non-EL API students.

MCA math

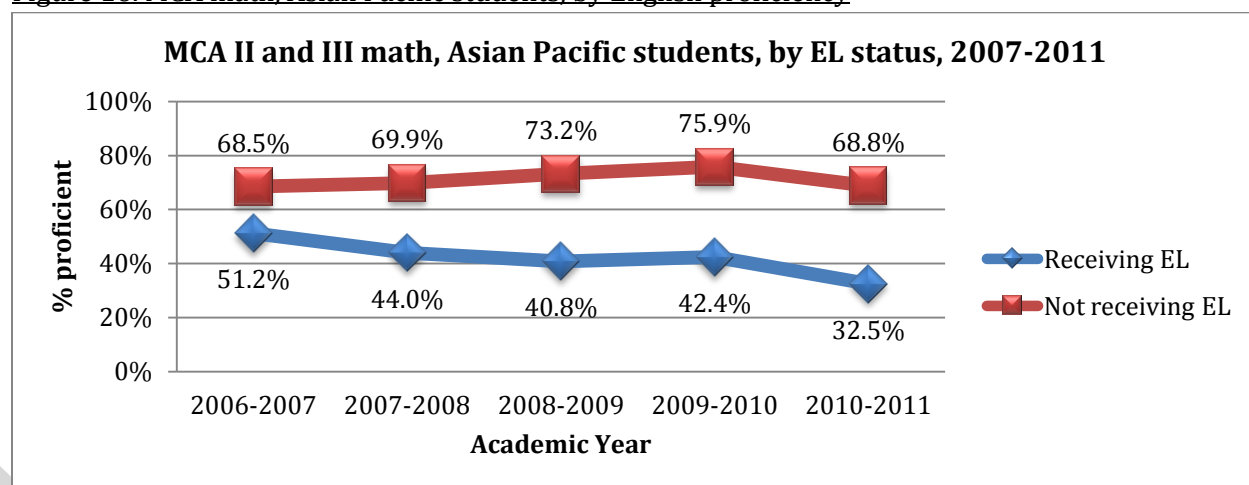
Since 2007, the gap between EL and non-EL API students has increased from 17.3% to 36.3%. Furthermore, the proficiency rate of non-EL students increased each year while the proficiency rate of EL students has decreased each year. More needs to be done to determine the cause of this enlarging gap.

Figure 15. MCA reading, Asian Pacific students, by English proficiency



Source: Minnesota Department of Education, 2011

Figure 16. MCA math, Asian Pacific students, by English proficiency



Source: Minnesota Department of Education, 2011

Additional Disaggregated Educational Data for Asian Pacific Students, continued

Data disaggregated by mobility

Students who are not enrolled at the same school on October 1st as their current school at the end of the year may have transferred schools, or are homeless or experiencing unstable living conditions. About 4% of Asian Pacific students taking MCA tests in 2011 may be homeless or highly mobile.

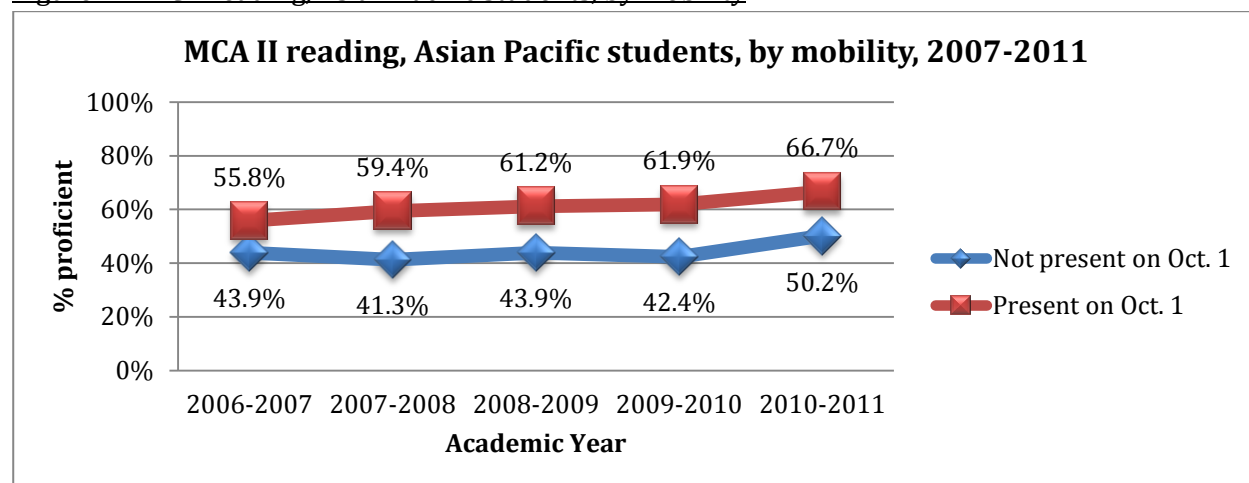
MCA reading

On the MCA reading test, 16.5% less of mobile API students (not present on Oct. 1) scored as proficient compared to their non-mobile peers (present on Oct. 1). However, both groups experienced an increase in proficiency between 2010 and 2011.

MCA math

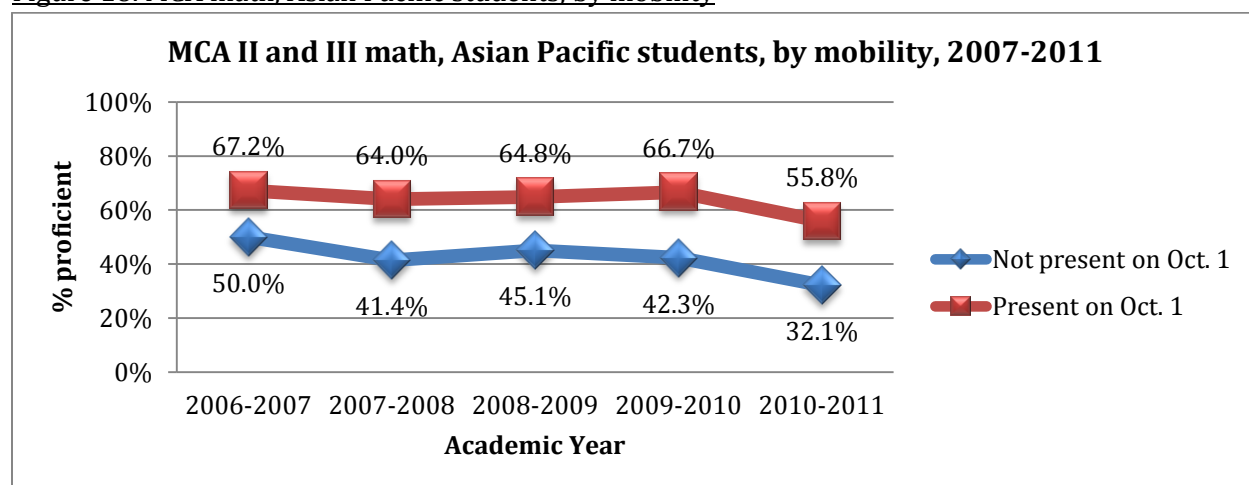
While the proficiency rate of non-mobile API students increased between 2008 and 2010, the proficiency rate of mobile API students has not increased beyond the 2007 rate of 50% and has been a downward trend overall.

Figure 17. MCA reading, Asian Pacific students, by mobility



Source: Minnesota Department of Education, 2011

Figure 18. MCA math, Asian Pacific students, by mobility



Source: Minnesota Department of Education, 2011

Graduation and Dropout Rates

Overall, graduation rates in Minnesota have been increasing and dropout rates have been decreasing since 2006. Unfortunately, only aggregated graduation and dropout data on Asian Pacific students is available. While the data *suggests* that Asian Pacific students are experiencing positive or stable trends in graduation and dropout rates, we cannot definitively state that all Asian Pacific groups are enjoying improvements without the availability of disaggregated data.

As an attempt to determine how different Asian Pacific ethnic groups are faring with graduation and dropout rates, we identified the Asian Pacific student ethnic makeup of several school districts and categorized districts accordingly as having high or low enrollment levels of refugee experienced Asian Pacific students.

Table 7. The ethnic makeup of Asian Pacific student populations in select districts^{xv}

School district	Ethnic makeup of Asian Pacific student population		
	RE	English	non-English, non-RE
St. Paul Public Schools	Over 80%	Less than 10%	Less than 10%
Minneapolis Public Schools	Over 60%	Approx. 30%	Less than 10%
Osseo Public Schools	Over 60%	Approx. 30%	Less than 15%
Anoka-Hennepin Public Schools	Over 60%	Less than 25%	Less than 15%
Rosemont-Apple Valley Public Schools	Less than 30%	Over 40%	Approx. 30%
Rochester Public Schools	Approx. 45%	Approx. 30%	Less than 25%
Eden Prairie Public Schools	Less than 5%	Over 70%	Approx. 25%
North St. Paul-Maplewood Public Schools	Over 70%	Less than 25%	Approx. 5%
Wayzata Public Schools	Less than 10%	Over 40%	Approx. 50%

Source: Minnesota Department of Education, 2011

As shown by the chart above, the ethnic makeup of school districts vary greatly. A majority of the Asian Pacific student enrollment in St. Paul, Minneapolis, Osseo, Anoka-Hennepin, and North St. Paul-Maplewood school districts are refugee experienced students.

It is difficult to determine the ethnic makeup of Asian Pacific students in Rochester, Rosemont-Apple Valley, Eden Prairie, and Wayzata school districts due to the high percentage of students who primarily speak English at home. However, it is clear that these districts have a smaller percentage of refugee experienced students and higher percentages of non-English, non-RE speaking students in comparison to the previous set of districts.

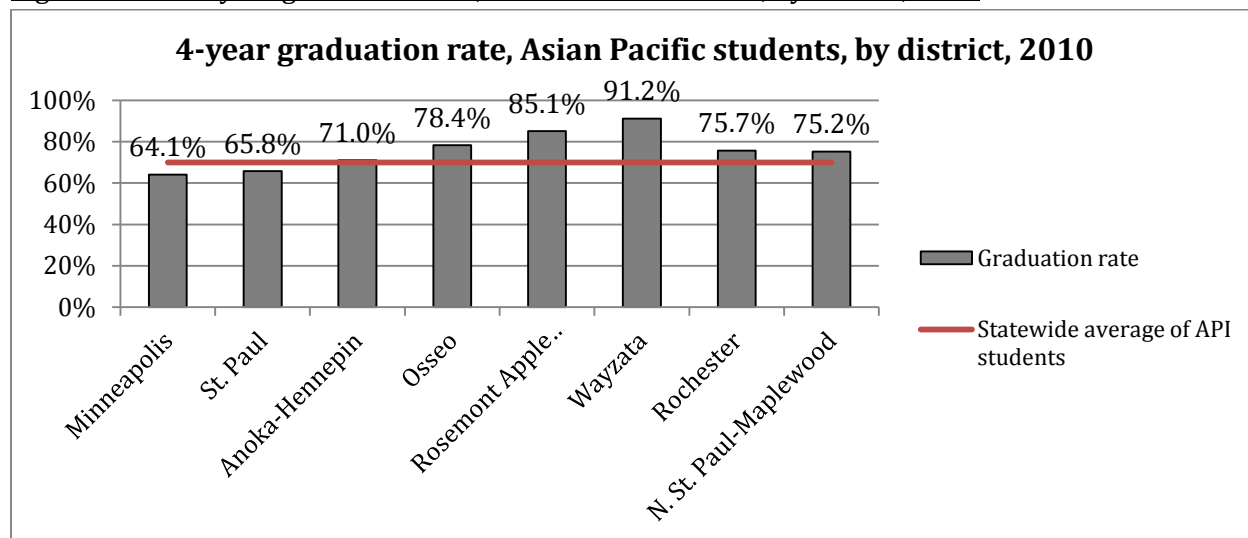
Districts with higher percentages of Asian Pacific refugee experienced students tend to have lower graduation rates and higher dropout rates than the statewide average for Asian Pacific students. In

^{xv} Methodology for Table 7 is located in Appendix D of this report.

Graduation and Dropout Rates, continued

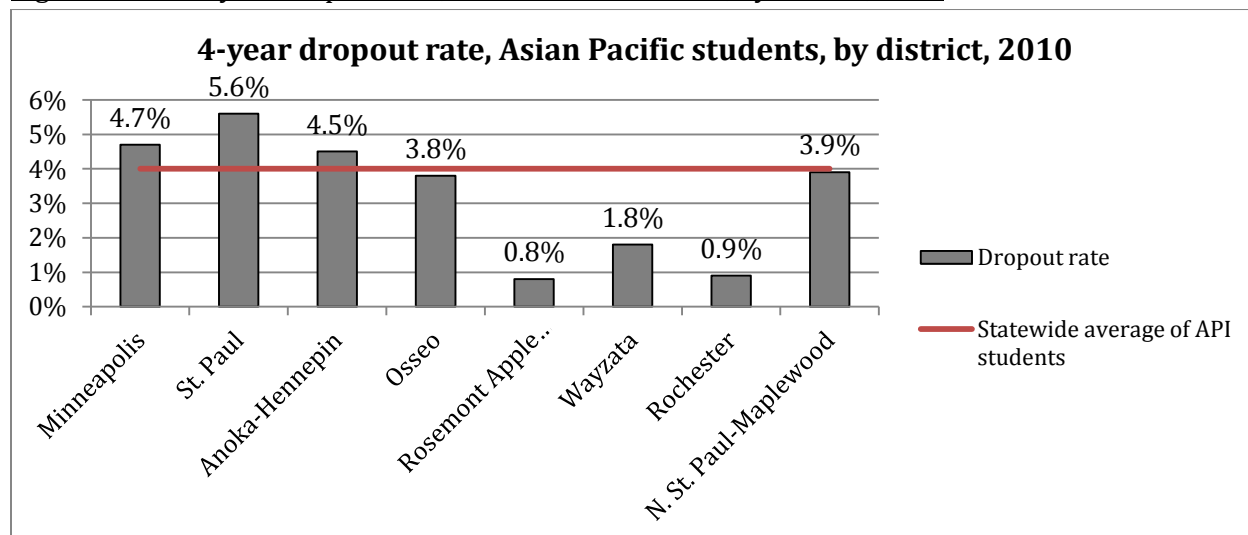
contrast, districts with lower API RE student populations have higher graduation rates and lower dropout rates than the statewide average for Asian Pacific students (see Figure 19 and 20).^{xvi} The data presented suggests that refugee experienced Asian Pacific students are graduating at a lower rate and dropping out at a higher rate in comparison to other Asian Pacific students. However, it is difficult to make a definitive conclusion without the availability of disaggregated data.

Figure 19. Four- year graduation rate, Asian Pacific students, by district, 2010



Source: Minnesota Department of Education, 2011

Figure 20. Four- year dropout rate, Asian Pacific students, by district, 2010



Source: Minnesota Department of Education, 2011

^{xvi} Note: The statewide 4-year graduation rate for Asian Pacific students is 70%. The statewide 4-year dropout rate for Asian Pacific students is 4%. 2011 Reading and math MCA data for each district is provided in Appendix B.

Further Discussion on the Academic Achievement of Asian Pacific Students in Minnesota

As shown in the previous sections, disaggregated data reveals larger achievement gaps within the Asian Pacific student population, highlighting the importance of disaggregated data for Asian Pacific populations. Considering the years of missed opportunities to report and respond to accurate educational achievement data on Asian Pacific ethnic groups, we strongly recommend that the Minnesota Department of Education standardize the practice of collecting and reporting disaggregated educational data in order to ensure educational leaders and policy makers are well-informed on the status and needs of Asian Pacific students in Minnesota.

The presented data also begs the question, “Why do these disparities in educational attainment levels exist among Asian Pacific ethnic groups?” Researchers have found that Asian Pacific groups possess various attributes and assets that positively and negatively influence educational achievement.⁸ Schools factors are also important in influencing the educational outcomes of Asian Pacific students. Among the factors the researchers found to be influential were:

- Background of parents, including socioeconomic status, educational attainment, English proficiency
- Cultural factors, including the child’s level of acculturation or assimilation, traditional gender roles, and cultural disharmony between the school and the child’s culture
- Schools’ preparedness to address the educational needs of Asian Pacific students
- Parental involvement with the child’s educational development
- Individual factors of the student, including prior level of schooling, English proficiency, motivation and time spent on homework

Different Asian Pacific ethnic groups have varied levels of these attributes and assets due to their experiences in their home country, length of stay in the U.S., prior education and reason for immigration. The next section will take an in-depth look at the four largest Asian Pacific ethnic groups in Minnesota to further explain how each ethnic group compares and contrasts with one another.

Readers should note that this section is not meant to provide strategies or best practices to employ with Asian Pacific students, nor is it a comprehensive explanation of all significant factors impacting education for each group. Rather, the following section is meant to help readers attain a broad, but basic level of understanding about a few Asian Pacific ethnic groups and the importance of understanding the history and experiences specific to individual ethnic groups. The information presented provides only a general overview and readers should apply caution to avoid applying over-generalizations and over-simplifications to his or her understanding of Asian Pacific populations.

A Closer Look at Asian Pacific Ethnic Groups

Hmong students

The Hmong are persons of Southeast Asian descent who primarily came to the United States as refugees from Laos after the end of Vietnam War. Following the war, only half of the original 500,000 members of the Hmong tribe in Laos survived, resulting in every family experiencing a loss of at least one loved one.⁹

Today, the Hmong in Minnesota's public schools include Hmong refugees who arrived in the 1990s, the American born children of Hmong refugees who arrived between the late-1970s and mid-1990s, and Hmong refugees who recently arrived in 2004 and 2005 from the Wat Thamkrabok (WTK) refugee camp in Thailand.



Asian Pacific youth in Minnesota

Many of the Hmong refugees who arrived between the 1970s and 1980s lacked literacy skills, relevant job experiences, and English proficiency, which hindered the academic success of Hmong youth and the ability of Hmong parents to assist in their children's educational endeavors.¹⁰ Of the recent refugees from WTK, less than half of the children had access to formal schooling, and the educational opportunities for Hmong adults in the camp were extremely limited.¹¹ In fact, many of the adults from the refugee camp were not literate in any language, including Hmong.¹² Furthermore, resettlement to the U.S. was never thought to be an option for the Hmong from WTK, thus their level of English proficiency was lower than some of the previous Hmong refugee groups.¹³ Overall, many Hmong refugee students were found to be under-prepared for school due to the lack of educational opportunities in Laos and the limited English proficiency for both Hmong children and adults.^{14, 15}

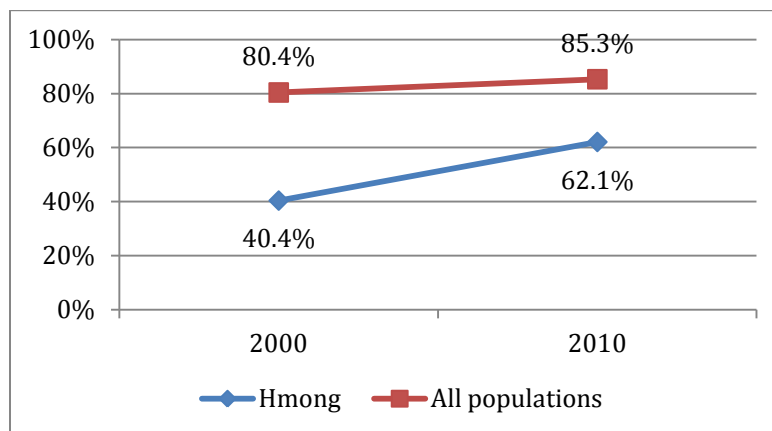
As for American born Hmong students, their educational experiences are diverse and seem to differ depending on the background of their parents, the level of acculturation among family members, and many other factors. One researcher stated, "Hmong students born in America appear to fare better in school because they are familiar with the English language structure and have been exposed to academics at an early age,"¹⁶ while another noted that "Americanized Hmong children seem to experience a greater complexity of problems in school compared to traditional Hmong children."¹⁷ Such problems might include dealing with the adverse effects of racism, social difficulties, intergenerational conflict, meeting multiple obligations within and outside of school, and the lack of emotional support from both school staff and family.^{18, 19, 20, 21}

A Closer Look at Asian Pacific Ethnic Groups, continued

Overall, Hmong parents and students strongly believe that education is the key that will help them ascend the socioeconomic ladder of American society.²² This belief is reflected in the educational aspiration of Hmong students and their parents. Multiple studies have illustrated that, on average, Hmong families expect their children to reach an educational attainment between a 4-year degree and a master's degree, which is higher than White parents, on average.^{23, 24} Despite these high aspirations, the combination of economic, social, and educational barriers can prevent Hmong students from reaching their goals.

In 2010, the percentage of Hmong over 25 in the U.S. with a high school diploma or higher increased from 40.4% to 62.1%.²⁵ The gain in educational attainment is a significant contrast to the pre-literate populations that first arrived in the U.S. in the 1980s. However, significant challenges still exist for Hmong students and Minnesota's schools. As seen from Figure 21, the Hmong population still lags behind the U.S. rate of 83.5% of adults with a high school diploma or higher.

Figure 21. Percentage of population with a high school diploma or higher, United States, 2000-2010



Source: 2000 US Census, 2008-2010 American Community Survey 3-Year Estimates

A Closer Look at Asian Pacific Ethnic Groups, continued

Vietnamese students

The communist takeover of South Vietnam in 1975 resulted in the end of the Vietnam War and triggered a massive outflow of refugees in the following decades, many of whom resettled in the U.S. Over 15,000 of these refugees settled in Minnesota, mainly between 1975 and 1995.^{xvii, 26} Approximately a fifth of the Vietnamese refugees were part of the first-wave of refugees which included well-educated professionals, military personnel and their relatives.²⁷ First-wave refugees from Vietnam were also more likely to have “completed high school, to know some English, to be from an urban background, and to have had an upper white-collar occupation” prior to their migration.²⁸ By contrast, those among the second-wave of Vietnamese refugees were more likely to have a lower level of educational attainment, English proficiency, and to have experienced a much more difficult journey in seeking asylum than the first-wave.²⁹



Asian Pacific youth in Minnesota

Much like the Hmong refugee population, Vietnamese American families faced similar challenges, such as experiencing language barriers in the U.S. and dealing with the trauma of war. Hirschman et al. estimated about one million Vietnamese suffered war-related deaths,³⁰ and according to the United Nations High Commissioner on Refugees, an estimated 250,000 Vietnamese refugees died at sea in their attempts to flee.³¹ Like other refugee experienced groups, the sudden loss of social status, possessions, and family members added to the difficulty of adjusting to a new country and culture.

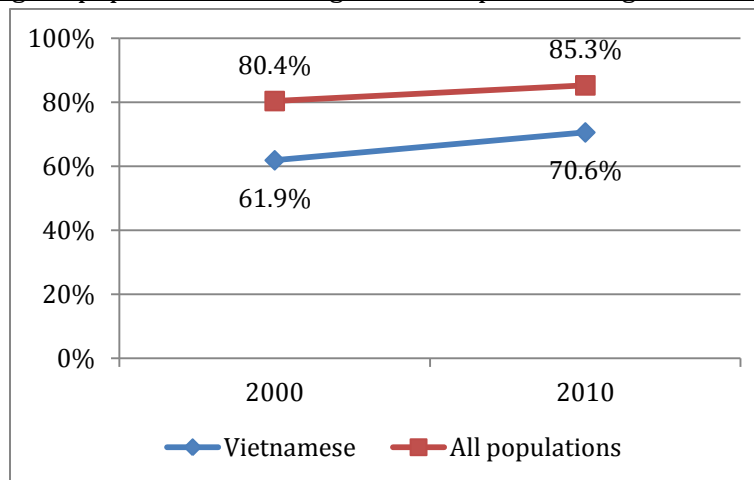
In terms of socioeconomic standings, the Vietnamese were found to have the highest educational attainment level and socioeconomic origins among other Southeast Asian groups (Cambodian, Lao, and Hmong).³² In a study using 2000 US Census data, researchers found that the mean years of schooling for Vietnamese persons aged 45 to 72 was 10.69 years, compared to 4.58 years for Hmong in the same age range.³³ The level in educational attainment may be explained at least in part by a higher availability of educational opportunities in Vietnam compared to Laos. The school system in Laos at that time did not offer schooling beyond the 12th grade. Furthermore, the Laotian government did not develop a school system in Hmong communities prior to the Vietnam War.³⁴

^{xvii} Less than a thousand Vietnamese arrived in Minnesota as primary refugee arrivals between 1996 and 2010.

A Closer Look at Asian Pacific Ethnic Groups, continued

Higher educational attainment for the Vietnamese has translated to higher wages and more managerial/ professional employment, whereas the Hmong tended to have lower wages and less managerial/professional employment (see Appendix C – Table 13). In this regard, the higher socioeconomic origins of the Vietnamese have aided them in overcoming some of the challenges common to refugee experienced groups. In 2000, 61.9% of Vietnamese over the age of 25 had attained a high school diploma or higher. This rate increased to 70.6% in 2010, but still remained below the U.S. rate of 85.3%. While the Vietnamese have yet to catch up to the general population in regards to educational and economic success, they are better positioned than other Asian refugee experienced groups to address the challenges of adjusting to life in the U.S. The educational attainment level of the Vietnamese community highlights the importance of considering the impact the educational attainment of parents, English proficiency, and refugee experience has on the academic achievement of children.

Figure 22. Percentage of population with a high school diploma or higher, United States, 2000-2010



Source: 2000 US Census data, 2008-2010 American Community Survey 3-Year Estimates

A Closer Look at Asian Pacific Ethnic Groups, continued

Chinese students

Most historical accounts mention the earliest Chinese settlers in the United States (U.S.) arriving in the 19th century. However, Chinese immigration was later severely limited due to the passage of federal laws such as the Chinese Exclusion Act (1882) and Asian Exclusion Act (1924), which sharply restricted immigration to the U.S. for Asians. It was not until the passage of the Immigration and Nationality Act of 1965 that the doors to immigration were reopened to Chinese immigrants and other previously excluded groups. For this reason, many of the Chinese families in the U.S. do not extend beyond the third generation.



Asian Pacific youth in Minnesota

The Chinese in the U.S. can trace their origins from different countries, such as mainland China, Hong Kong, Taiwan, Malaysia, Singapore, Vietnam, and other countries. Their different pre-immigration experiences contribute to the diversity of the Chinese community, and subsequently, affect their educational attainment. While some Chinese parents came to the U.S. with undergraduate degrees from elite universities in their home countries and earned advanced degrees in the U.S., others had very little experience with formal education and held low socioeconomic statuses in their home countries.

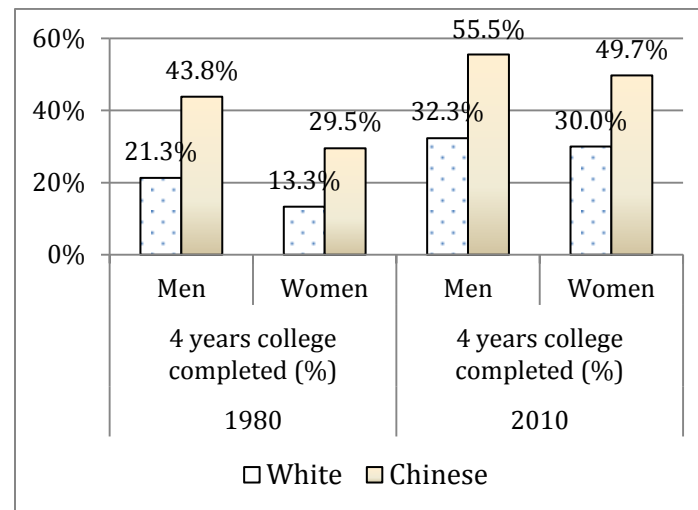
Using the US Census data as a reference, the Chinese in the U.S. have higher educational attainment and socioeconomic backgrounds than the Hmong and Vietnamese. The Chinese also have higher poverty rates than Whites, and approximately a third of the Chinese population over the age of 5 reported to speak English less than “very well.”³⁵ Despite these factors, more Chinese students^{xviii} in Minnesota were proficient on the math and reading MCA than White students. This begs the question, “Why do Chinese students, with lower economic backgrounds, have higher academic performance than White students as a whole?”

In a study of Asian American educational success, Grace Kao found that the average Chinese parent has completed more schooling than the average White parent and “because parental schooling is a critical determinant of their children's academic success, differences between Asian and white children simply mirror these differences.” US Census data from both 1980 and 2010 confirm that more Chinese adults have a 4-year degree or higher than White adults in the U.S. (see Figure 23, next page).

^{xviii} Students who reported to primarily speak Chinese at home.

A Closer Look at Asian Pacific Ethnic Groups, continued

Figure 23. Percentage of population with 4 years of college completed or higher, United States, 1980-2010



Source: 1980 US Census data, 2008-2010 American Community Survey 3-Year Estimates

In addition to having higher educational attainment, other researchers have found that Chinese immigrants are highly cognizant of the structural barriers to their upward mobility, such as unfamiliarity with a new country, discrimination, and language difficulties.³⁶ As a result, Chinese immigrants are driven to overcome these barriers through encouraging their children to succeed academically and to secure employment in highly respected elite fields with higher pay and less risk of discrimination (such as medicine, law, and sciences).^{37, 38}

Another insightful finding highlights that White parents, on average, “express satisfaction with their children if they are successful in one of the many realms of youths’ lives,” but many Asian parents, including Chinese, only express satisfaction with “near perfect academic performance.”³⁹ While this intense parental insistence and focus on academic performance may help Asian students succeed academically, it also brings intense pressure on students. In fact, many researchers noted that Asian American children who did not meet certain expectations felt that they had let their families down⁴⁰ and viewed their academic failure as a serious setback for the entire family.⁴¹

However, it is important to note that in 2000, 63.5% of the Chinese population in Minnesota had attained a bachelor’s degrees or higher. In 2010, the percentage dropped to 61.4%. This trend downward suggests that the demographics of the Chinese in Minnesota may be changing, but more research needs to be done to make a more definitive analysis.

A Closer Look at Asian Pacific Ethnic Groups, continued

Asian Indian students

Like Chinese immigrants, the first wave of Asian Indian immigrants to the U.S. arrived in the late 19th and early 20th century and temporarily halted with the passage of the Immigration Act of 1917 (also known as the Asiatic Barred Zone Act) and the Asian Exclusion Act (1924). The passage of the Immigration and Nationality Act of 1965 reversed the earlier discriminatory laws and gave preference to immigrants with “preferred skills” or for family reunification. As a result, many post-1965 Asian Indian immigrants came from “urban, highly educated backgrounds,” such as doctors, engineers, college professors, scientific researchers, etc.,⁴² and secured employment in relatively good professional positions.

Aside from emigrating from India and other South Asian countries, many Asian Indians also came to the U.S. from other countries such as Fiji, Kenya, Tanzania, Uganda, the United Kingdom, Trinidad and Tobago, South Africa, Canada, Guyana, Mauritius, Malaysia, and Singapore. It is also significant that English is one of the official languages or a de facto official language in each of the above listed countries, thus many Asian Indians in the U.S. possess strong English skills. Like each of the ethnic groups discussed previously, there is a wide range of diversity in the Asian Indian community and one should be careful not to apply over-generalizations.

While most Asian Indian students have high educational achievement levels in Minnesota schools, there are also many concerns to be aware of. For example, Babu found that “Asian-Indian immigrant parents often find themselves unprepared, not so much with the academic aspects of schooling, but more with the social aspects of white American school.”⁴³ Babu goes on to explain that “cultural assumptions about schooling more often impede than guide parents’ and teachers’ interaction with one another.”⁴⁴ In addition, Sanghavi finds that immigrant parents’ limited knowledge of American culture and history can hinder their ability to enrich their children’s knowledge⁴⁵.

To clarify, Asian Indians Americans are residents of the United States who are of Indian ancestry. The United States Census Bureau popularized the term Asian Indian to avoid confusion with American Indian (Native American).

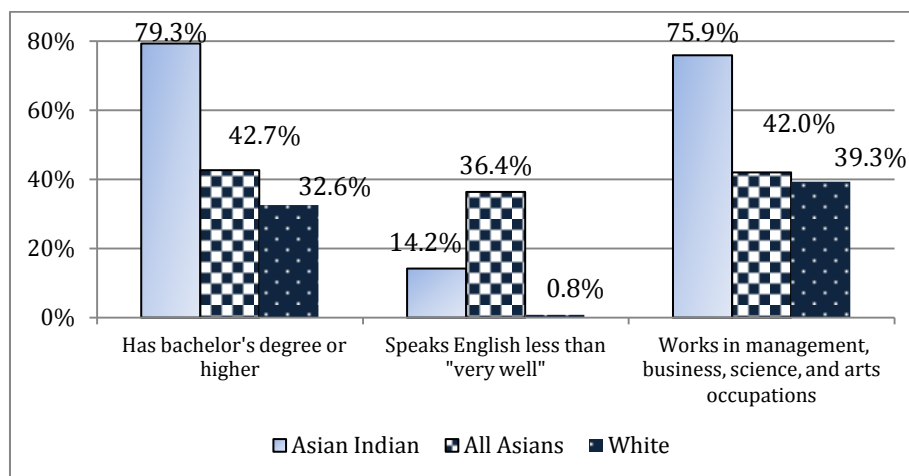


Asian Pacific youth in Minnesota

A Closer Look at Asian Pacific Ethnic Groups, continued

Furthermore, in a multiple case study of Asian Indian American students and their families, Chakrabarti found that while the parents acknowledged that the schools were meeting the educational needs of their children, they noted that teachers were not equipped to teach a comprehensive multicultural program.⁴⁶ Asian Indian parents and students wanted the curriculum to be “less Euro-centric and more international” and teachers to educate about multi-cultural and intercultural issues. Unfortunately, students were skeptical of the school’s ability to meet their concerns due to experiences where textbooks and teachers propagate misinformation and stereotypes (such as textbooks reading “Hindus pray to cows.”) Another significant finding was that none of the students were aware that Asian Indians had settled in the United States since the late 1800s, but acknowledged that this history gave them more of a sense of belonging. Providing a school environment that is both inclusive and welcoming is even more significant in a post-9/11 U.S. where some South Asian students have experienced racist slurs, physical assaults, threats, and hostile environments in schools.^{47, 48}

Figure 24. Population profile data, Minnesota, 2010



Source: 2008-2010 American Community Survey 3-Year Estimates

Concluding Remarks and Policy Recommendations

As demonstrated by the presented disaggregated MCA data in this report, significant achievement gaps between specific Asian Pacific ethnic students and White students exists. In particular, refugee experienced Asian Pacific students in Minnesota are performing at significantly lower levels than White students and non-refugee experienced Asian Pacific students. Furthermore, some Asian Pacific ethnic groups are performing at levels near or below their American Indian, Hispanic or Latino, and Black or African-American peers in Minnesota, which counters the misconception that all Asian Pacific students are performing at levels comparable to White students.

In considering the data and information presented in this report, readers should recognize the complexity of Asian Pacific students' educational experience. Furthermore, policy-makers, educational leaders, and advocates should recognize the need to develop policies, interventions, and strategies that are not based on highly misleading aggregated data for Asian Pacific students, but on data that acknowledges the diversity of Asian Pacific ethnic groups.

Recommendations for policy makers:

Based on our findings, we recommend that the following actions be taken:

1. Standardize the practice of collecting and reporting disaggregated student data.
Without disaggregated data, the educational disparities of Asian Pacific students will continue to be covered up by misleading information, making it difficult to allocate attention, resources, and support for students who need it most.
2. Streamline efforts that monitor and address the additional challenges faced by refugee experienced students as well as by students who are low-income, English Learners, and/or highly mobile.
Refugee experienced and socioeconomically disadvantaged Asian Pacific students experience significant educational barriers. Efforts to overcome these barriers should be evaluated and successful models of educational leadership, pedagogy, and programing should be shared across the state.
3. Increase the cultural competency and awareness among educational professionals of the different groups of Asian Pacific students. Understanding the strengths, interests, and needs of students is crucial in moving away from a deficit view of diverse student populations and in implementing strategies to increase the academic growth of students.
4. Policy makers and education leaders should solicit the input and involvement of refugee experienced and socioeconomically disadvantaged Asian Pacific communities in the vision of educational equity.
Community members should be regarded as powerful partners in education who have expertise in determining the viability and effectiveness of potential educational programing, strategies, and interventions for their students.

Next Steps and Questions for Future Research

In addressing the educational achievement for Asian Pacific students in Minnesota, the following next steps are planned:

1. Engage policy-makers, educational leaders, advocates, and other stakeholders in including Asian Pacific students and communities in the vision of educational equity.

Previously, public discussions of the educational achievement gap rarely included the consideration of Asian Pacific students. With new data that more accurately represents the experiences of Asian Pacific students, the Council on Asian Pacific Minnesotans will engage stakeholders in discussing the educational outcomes of our students and the needed support to ensure their success in life. Public forums will also be planned as a way to convene stakeholders in closing the achievement gap.

2. Facilitate partnerships between stakeholders.

It has become clear that the vitality and future of our state depends on the success of our current student population. Communities, public education, state government, businesses, and other stakeholders all have a hand at crafting the future for our students and for our state. However, authentic partnerships with Asian Pacific communities are greatly underutilized. Asian Pacific community groups in Minnesota and around the nation have already developed educational recommendations, models, and research that can further inform and guide state efforts in closing the achievement gap. Educational stakeholders are strongly encouraged to create authentic partnerships with groups already addressing education in the community, such as Ready 4 K, the Journal of Southeast Asian American Education & Advancement, Hlub Zoo at the Wilder Foundation, National Commission on Asian American and Pacific Islander Research in Education, and community-based organizations and non-profits.

3. Continue the research on Asian Pacific students.

Through conducting the research for this current report, questions for future research have been raised.

- What concerns exist for Asian Pacific students in non-metro or rural districts and charter schools? What are their educational experiences and what are their challenges?
- What can we learn from successful at-risk students? What factors support their resilience?
- What do other disaggregated measures of educational achievement reveal about Asian Pacific students (ACT/SAT scores, AP/IB/Honors enrollment, etc.)?
- What are the experiences of Asian Pacific youth at each stage of development? Are students receiving the needed support in early education, early literacy and numeracy, developing a sense of personal and civic leadership, and pursuing post-secondary education?

Appendix A: District Enrollment Data

Table 8. Public school districts with over 500 API students or over 10% API enrollment, metro area

County	District	Total API student enrollment	Total student of color enrollment	Total student enrollment
Ramsey	St. Paul Public School District	11,472	28,654	37,859
Hennepin	Osseo Public School District	3,176	9,737	20,835
Hennepin	Minneapolis Public School Dist.	2,788	23,344	34,336
Anoka	Anoka-Hennepin Public School Dist.	2,514	8,461	39,106
Dakota	Rosemount-Apple Valley-Eagan	2,259	6,841	27,496
Washington	South Washington County School Dist	1,609	4,034	17,007
Ramsey	North St Paul-Maplewood School Dist	1,547	4,132	10,672
Hennepin	Wayzata Public School District	1,241	2,458	10,464
Ramsey	Roseville Public School District	1,154	2,641	6,652
Ramsey	Mounds View Public School District	1,086	2,630	10,090
Hennepin	Eden Prairie Public School District	1,047	2,662	9,744
Hennepin	Bloomington Public School District	1,043	4,268	10,357
Hennepin	Robbinsdale Public School District	936	5,759	12,036
Dakota	Burnsville Public School District	923	3,944	9,919
Scott	Shakopee Public School District	901	2,373	7,181
Ramsey	White Bear Lake School District	628	1,425	8,250
Hennepin	Edina Public School District	611	1,347	8,295
Hennepin	Hopkins Public School District	507	2,599	7,280
Ramsey	East Metro Integration District	139	458	859
Hennepin	Brooklyn Center School District	269	1534	2311

Source: MN Department of Education, 2011 Enrollment data reported on Oct. 2010

Appendix A, District Enrollment Data, continued

Table 9. Non-Metro districts with over 100 API students or over 8% API enrollment

County	District	Total API student enrollment	Total student of color enrollment	Total student enrollment
Olmsted	Rochester Public School District	1,688	5,063	16,330
Stearns	St. Cloud Public School District	408	2,726	9,660
Sherburne	Elk River Public School District	360	1,142	12,932
Nobles	Worthington Public School District	318	1,576	2,542
St. Louis	Duluth Public School District	234	1,632	9,114
Blue Earth	Mankato Public School District	202	1,208	7,549
Wright	St. Michael-Albertville School District	180	477	5,326
Cottonwood	Westbrook-Walnut Grove Schools	151	160	469
Lyon	Tracy Area Public School District	119	165	797
Cottonwood	Mountain Lake Public Schools	58	151	472
Roseau	Warroad Public School District	97	198	1,113

Source: MN Department of Education, 2011 Enrollment data reported on Oct. 2010

Table 10. Charter schools with over 100 API students or over 8% API enrollment

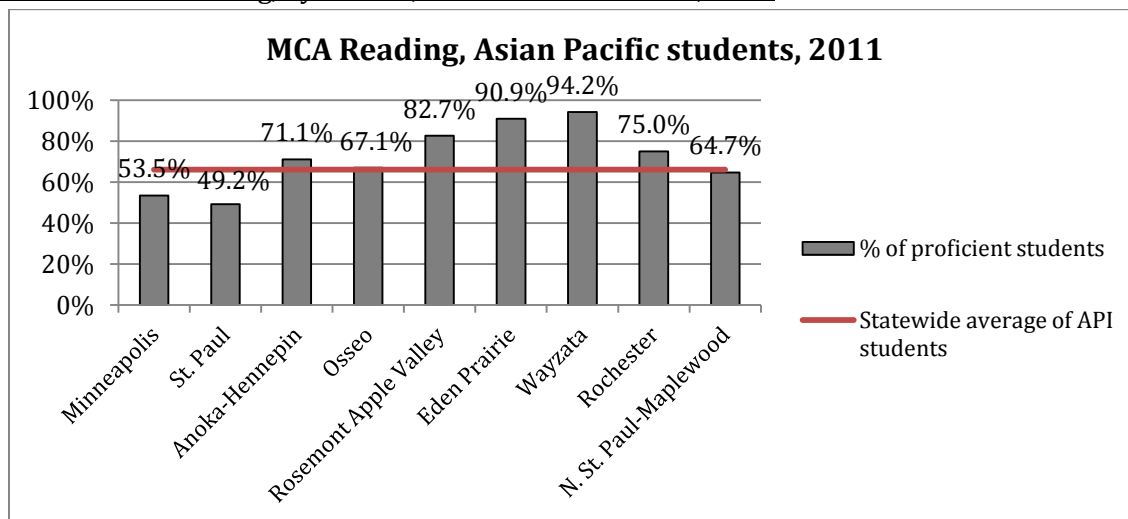
School	Total API student enrollment	Total student enrollment	% of students receiving English Learner services	% of students eligible for Free/Reduced Priced Lunch	% of students receiving Special Education services
Community School of Excellence	629	635	90%	90%	8%
Prairie Seeds Academy	564	705	64%	75%	7%
Hope Community Academy	437	465	68%	85%	8%
Noble Academy	394	453	82%	92%	7%
New Millennium Academy Charter School	378	382	94%	85%	10%
Hmong College Prep Academy High School	345	348	81%	99%	11%
Hmong College Prep Middle Academy	319	325	86%	99%	7%
Hmong International Academy	293	362	62%	93%	15%
Community of Peace Academy	229	467	45%	85%	13%
College Preparatory Elementary	202	213	87%	94%	11%
Yinghua Academy	176	374	3%	6%	6%
Achieve Language Academy	167	398	53%	84%	11%
Community of Peace Academy Secondary	129	222	21%	85%	18%
Long Tieng Academy	101	102	32%	79%	15%
City Academy	69	111	0%	96%	0%

Source: MN Department of Education, 2011 Enrollment data reported on Oct. 2010

Appendix B: School Specific Data

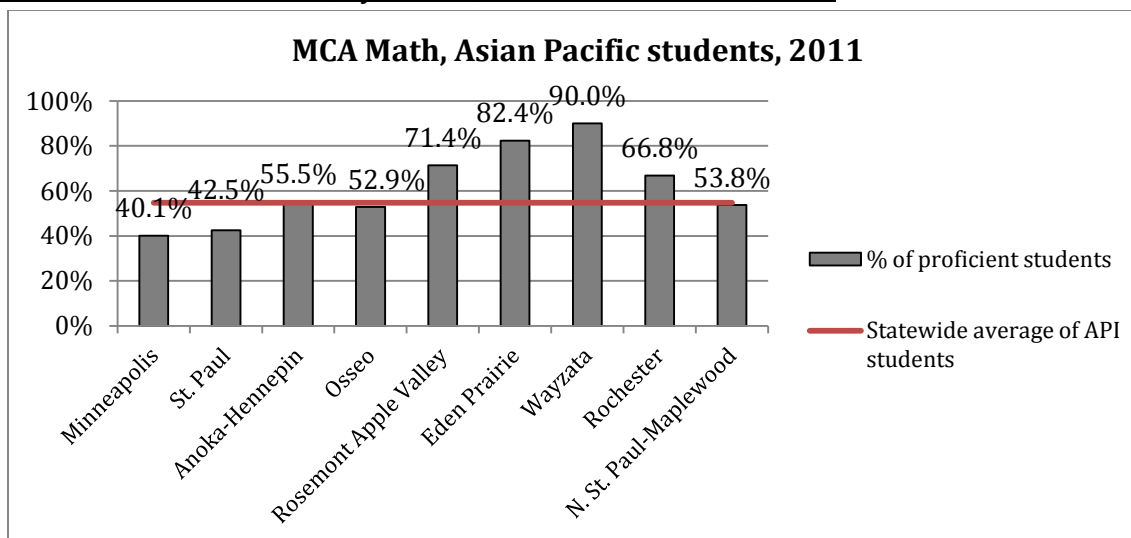
Figures 25 and 26 display 2011 MCA results for Asian Pacific students in select districts. The graduation and dropout rates of Asian Pacific students are discussed in the section, “Graduation and Dropout Rates.”

Figure 25. MCA II reading, by district, Asian Pacific students, 2011



Source: MN Department of Education, 2011

Figure 26. MCA II and III math, by district, Asian Pacific students, 2011



Source: MN Department of Education, 2011

Appendix C: US Census and ACS Data on Asian Pacific Populations

Table 11 . Educational Attainment, by Sex and Race/Ethnicity, 25 Years or Older, Minnesota

Race/ethnicity	2000				2010			
	High school or higher completed		Bachelor's degree or higher		High school or higher completed		Bachelor's degree or higher	
	Men	Women	Men	Women	Men	Women	Men	Women
White (not Hispanic)	88.9%	89.9%	28%	29.3%	93.2%	94.4%	32.7%	32.5%
Chinese	86%	85.2%	66.2%	61%	88.2%	87.4%	65.1%	58.3%
Asian Indian	93.9%	86.7%	80.5%	66.7%	95.9%	91.3%	83.8%	73.5%
Vietnamese	69.9%	56%	18.6%	15%	77.4%	72.3%	32.5%	21.7%
Hmong	57.6%	32.4%	10.9%	6.1%	72.9%	54.9%	16.9%	13.1%

Sources: 2000 US Census Data, 2008-2010 American Community Survey 3-Year Estimates

Table 12 . English Ability, by Sex and Race/Ethnicity, 5 Years or Older, Minnesota, 2010

Race/ethnicity	Speaks only English at home	Speaks English less than "very well"
Chinese	19.6%	40%
Asian Indian	26.8%	14.2%
Vietnamese	12.5%	50%
Hmong	4.1%	44.8%

Source: 2008-2010 American Community Survey 3-Year Estimates

Table 13 . Occupation of civilian employed population 16 years and over, Minnesota, 2010

	Vietnamese	Chinese	Hmong	Asian Indian
Management, business, science, and arts occupations	29.3%	60.7%	19.3%	75.9%
Service occupations	23.6%	17.1%	18.8%	6%
Sales and office occupations	17.2%	15.5%	27.7%	10.8%
Natural resources, construction, and maintenance occupations	2.5%	0.8%	3.1%	1.3%
Production, transportation, and material moving occupations	25.7%	6%	31%	5.9%

Source: 2008-2010 American Community Survey 3-Year Estimates

Table 14 . Income, Poverty, Unemployment by Race/Ethnicity, Minnesota, 2010

Race/ethnicity	Per capita income	Poverty rate, all people	Unemployment Rate
Chinese	\$29,360	14.2%	6.9%
Asian Indian	\$38,377	4.4%	6.4%
Vietnamese	\$22,012	13%	7.5%
Hmong	\$11,316	28.6%	12.6%
White (not Hispanic)	\$31,878	8%	6.6%

Source: 2008-2010 American Community Survey 3-Year Estimates

Appendix D: Methodology

Demographic data

Minnesota demographic data came from the US Census Bureau's American Fact Finder 2 website at: <http://factfinder2.census.gov/>. The demographic profile of public school students in Minnesota was provided by the Minnesota Department of Education (free/reduced priced lunch, English learner, and special education status).

Student enrollment data

2010-2011 student enrollment data for districts and schools came from the Minnesota Department of Education website. Data was downloaded from the "Data Reports and Analytics" section under the "Student" category. The URL for the data download is <http://education.state.mn.us/MDEAnalytics/Data.jsp>.

Data collection methodology for "Graduation and Dropout Rates" section

District level data on the primary language spoken at home and racial background of students enrolled was collected from the MN Dept. of Education website's "Data Reports and Analytics" section under the "Student" category. The total population of API-English students in each district was calculated by subtracting the total count of Asian languages spoken at the district from the total API student enrollment in the district.

Disaggregated MCA data on Asian Pacific students

The Minnesota Department of Education provided 2011 MCA reading and math results for Asian Pacific students disaggregated by the primary language spoken at home, which allowed for the calculation of proficiency rates for language groups. The language spoken by students was used as a proxy for ethnicity, which allowed for the calculation of proficiency rates for Asian Pacific ethnic groups. Data disaggregated by race, free/reduced priced lunch status, English learner status, and mobility status was compiled from MN Dept. of Education website's data center at: <http://education.state.mn.us/MDEAnalytics/Data.jsp>.

Appendix E: Supplemental Data on Asian Pacific Students in Minnesota

At this time, disaggregated data on the ACT scores, National Assessment of Educational Progress (NAEP) scores, as well as graduation and dropout data of Asian Pacific students is not available. If readers wish to attain aggregate data sets on these topics for Asian Pacific students in Minnesota, we have uploaded these scores online.

2009 NAEP scores are available at: <http://www.capm.state.mn.us/pdf/naepbinded.pdf>

2011 and 2010 ACT scores are available at: <http://www.capm.state.mn.us/pdf/actbinded.pdf>

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